A COMPREHENSIVE GUIDE TO ENGLISH

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Introduction

I have read this book and recognise the authors' talent in concisely explaining various elements of the English language. Detailing three different areas of a language in a small book is a really huge challenge for an author. The book covers all aspects of English grammar, which are explained in both Arabic and English to meet the needs of both beginners and advanced students on an equal footing. The explanations of these areas are followed by relevant examples with the answers at the end of the book. In addition, the authors have dedicated part of this book to writing. The writing of letters and composition are introduced in a clear manner in this book with some important notes that the students need. Furthermore, the book focuses on different contexts for speaking that will help non-native speakers develop fluency in English.

The striking feature of this book is that the subjects are explained in an attractive and simple way so that beginners, advanced students and teachers can benefit from it; it is full of examples and diagrams that further contribute to the clarity of the explanation. Many books are written to discuss a specific area of language, such as grammar, composition or conversation, but this book touches upon all aspects that students will need.

I have to admit that I, as a native speaker as well as a teacher of English, have benefited from this book, in particular in understanding the way that Arabic speakers look at English grammar in.

Mike F. Hall
A lecturer at University of Westminster (London)
February 2006

Preface

A Comprehensive Guide to English is a self-study book aimed at students of all levels; it is divided into three main parts. In part one, all areas of grammar are explained in a simple way in both English and Arabic. Part two confines itself to dealing with different contexts of **writing**, such as: the writing of letters and composition. Part three tackles the difficulties that non-native speakers might face with regards to **speaking**.

The three main purposes for this book are:

* to help those who have difficulty with aspects of English grammar.
* to help those who have difficulty in writing English.
* and to help the advanced students, who wish to speak English fluently.

The unique feature of this particular book is that it uses comprehensive Arabic explanation throughout.

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PART ONE
الجزء الأول

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Lesson One: Capital Letters الحرف الكبير

Capital letters must be used in the following contexts:

* يجب أن نستعمل حرفاً كبيراً في المواقع التالية:

1) At the beginning of every sentence.

١) تبدأ الكلمة الأولى من كل جملة بحرف كبير.

2) At the beginning of all titles.

٢) تبدأ الألقاب بحروف كبيرة.

e.g. Mr. William Allen is a professor.

3) At the beginning of most abbreviations.

٣) تبدأ معظم المختصرات بحروف كبيرة وتتبع بنقطة.

e.g. Mr., Mrs., Dr., etc

4) At the beginning of all proper nouns, such as names of persons, cities, towns, countries, etc.

٤) تبدأ الأسماء الخاصة، نحو أسماء الأشخاص والمدن والأقطار الخ، بحروف كبيرة.

e.g. Zeki, Baghdad, London, Egypt, etc.

5) At the beginning of adjectives derived from the names of nations.

٥) تبدأ صيغ الصفات المشتقة من أسماء الاقطار بحروف كبيرة.

e.g. Iraqi, English, French, Syrian, Kuwaiti, etc.

6) At the beginning of names of rivers, seas, oceans and mountain ranges.

٦) تبدأ أسماء الأنهار والمحيطات وكذلك السلاسل الجبلية بحروف كبيرة.

e.g. the Tigris (دجلة), *the Euphrates* (الفرات), *the Shatt-el-Arab* (شط العرب) *the Nile* (النيل), *the Red Sea* (البحر الأحمر), *the Atlantic Ocean* (المحيط الاطلسي), *the Alps* (جبال الالب), *etc.*

7) Within inverted commas indicating direct quotations or direct speech.

٧) نستعمل الحرف الكبير بعد الفوارز المقلوبة في المقتطفات والكلام المباشر.

e.g. Shylock said, "You have hit me with a dagger."

8) At the beginning of the days of the week.

٨) تبدأ أيام الاسبوع بحروف كبيرة.

e.g. Sunday, Monday, Tuesday, etc.

9) At the beginning of months.

٩) تبدأ أسماء الأشهر بحروف كبيرة.

e.g. January, February, March, etc.

10) At the beginning of names of specific courses.

١٠) تبدأ أسماء العلوم النوعية بحروف كبيرة.

e.g. Chemistry, History, Astronomy, etc.

11) The pronoun 'I' .

١١) يكتب ضمير المتكلم كبيراً أينما يقع.

Exercise 1

Re-write the following sentences using capital letters wherever appropriate:

1) ali and mazin are in the same chemistry class.
2) i watch tv every evening.
3) he will go to cairo next wednesday.
4) she said, "i shall travel to kuwait on saturday."
5) sara was born in april whereas ahmed was born in june.

Lesson Two: Punctuation Marks علامات التنقيط

1) Comma (,) ■ الفارزة (الفاصلة)

* It is used to divide clauses which form part of one thought.

تستعمل الفارزة لفصل الجمل الرئيسة أو الفرعية والتي تشكل جزءاً من فكرة واحدة.

e.g. I told him that, if he wished to gain friends, he must be friendly.

* It is also used to separate nouns used in succession.

تستعمل الفارزة لفصل الأسماء المستعملة بصورة متتالية:

e.g. The peddler sells lace, handkerchiefs, buttons, knives and pencils.

Note: Last comma in a list is replaced by 'and'.

لاحظ الفارزة الأخيرة في التعداد تغير إلى (and)

* It follows 'yes' or 'no' in short or long responses.

تستعمل الفارزة بعد (Yes) أو (No) في الأجوبة القصيرة أو الطويلة.

e.g. Is Ahmed a teacher? Yes, he is.

e.g. Is Maha a doctor? No, she isn't.

2) Apostrophe (') ■ الفارزة العليا

* All contractions contain an apostrophe (') where one, or more, letters have been removed.

يحتوي كل اختصار على فارزة إلى الأعلى، توضع محل الحرف أو الحروف المحذوفة.

e.g. is not → isn't /// shall not → shan't /// will not → won't
I will → I'll /// we have → we've /// let us → let's, etc.

* It is used before and after (s) to indicate possession.

تستعمل قبل وبعد (S) لتظهر الملكية.

e.g. Tom's book
The children's clothes

Note: If the apostrophe is used after the (**s**), this indicates that the noun before it is in plural form; otherwise, the noun is singular.

لاحظ إذا استعملنا الفارزة العليا بعد الـ (S)، فهذا يدل على أن الاسم الواقع قبلها في صيغة الجمع، وبخلافه فإن الاسم في صغة المفرد

e.g. The boys' books كتب الأولاد

The boy's books كتب الولد

* It is used before (s) to indicate the plural of letters or numbers.

تستعمل قبل الـ (s) لتدل على جمع الحروف أو الأرقام.

e.g. There are two f's in off.

Your 8's look like S's.

3) Full Stop (.) ■ النقطة

* It is used at the end of all sentences (except questions and exclamations).

تستعمل النقطة في نهاية كل جملة ما عدا الجملة الاستفهامية والتعجبية.

e.g. Noor and I decided to go to Baghdad.

Open the door.

* In some English speaking countries, such as the USA, all abbreviations are followed by a full stop.

تنتهي المختصرات بنقطة في بعض الأقطار التي تتكلم اللغة الانكليزية كما هو الحال في أمريكا.

e.g. Mr., Mrs., Dr., a.m., p.m. e.g., i.e. etc.

4) Question Mark (?) ■ علامة الاستفهام

* It is used at the end of sentences beginning with question words.

تستعمل علامة الاستفهام في نهاية الجمل المبدوءة بادوات استفهام.

e.g. What are you doing now?

* It is also used at the end of sentences beginning with auxiliary verbs.

تستعمل علامة الاستفهام في نهاية الجمل المبدوءة بفعل مساعد.

e.g. Are you going to London next week?

* It is also used at the end of tag-questions.

تستعمل علامة الاستفهام في نهاية الأسئلة الذيلية.

e.g. Zeki is a doctor, isn't he?

5) Exclamation Mark (!) ■ علامة التعجب

* It is used to express certain emotions, such as: surprise, anger, or happiness.

تستعمل للتعبير عن الدهشة أو الغضب أو الانفعال أو العاطفة.

* It is used at the end of sentences which have the following structures:

تستعمل في نهاية الجمل التي تنتهي بهذه التراكيب:

What + a/an + adj. (صفة) + ***N.*** (اسم) + ***S.*** (فاعل) + ***V.*** (فعل) ....

e.g. What a clever boy Muhammad is!

How + adj. (صفة) + ***S.*** (فاعل) + ***V.*** (فعل) ....

e.g. How beautiful she is!

Note: We can omit the subject and the verb in the above sentences.

لا حظ أنه يحق لنا حذف الفاعل والفعل في الجمل أعلاه.

e.g. How clever!

What a beautiful girl!

6) Semi-colon (;) ■ الفارزة المنقوطة

* It is used to divide sentences that are complete in meaning and share the same subject.

تستعمل لفصل جملتين تامتي المعنى، وخاصة إذا كان الفاعل مشتركاً بين الجملتين.

e.g. Bill does not live in a dormitory; he has a private room.

He has always lived alone; he has not seen anyone for a very long time.

* It is used with the following words:

تستعمل الفارزة المنقوطة مع هذه الكلمات:

otherwise (بخلافه / وإلا), ***nevertheless*** (على الرغم من)

besides (بالإضافة إلى), ***therefore*** (لذلك), ***however*** (إلا أن / مع أن / مع ذلك), etc.

Note: After 'therefore', 'however', 'otherwise' a comma is used.

لاحظ أنه بعد هذه الأدوات نستعمل فارزة.

e.g. He has a bad fever; therefore, he will go to the doctor.

We must go early; otherwise, we won't get a ticket.

7) Colon (:) ■ النقطتان الشارحتان

* It is used when the following sentence is a summary or explanation of the preceding one. It often means the same as '***that is to say***'.

تستعمل عندما تكون الجملة اللاحقة ملخصاً أو توضيحاً للجملة الأولى، وفي الغالب تعني (أي).

e.g. Sarah' s work is not good: her answers are thoughtless, her spelling is careless and her writing is bad.

* It is also used before a list of nouns.

تستعمل أيضاً قبل قائمة أشياء.

e.g. For best results, use the following ingredients: 3 spoons of sugar, 1kg of cheese and half a dozen olives.

Exercise 2

Re-write the following using capital letters and punctuations marks wherever appropriate:

1) what polite boys hadi ahmed and omar are
2) did you visit babylon yes i did
3) is maha a nurse no she isnt
4) the farmer owned sheep cattle dogs and poultry
5) mr nazar watches tv every tuesday

Lesson Three: Infinitives المصادر

A) Special Finite ■ مصدر مسبوق بـ (to)

It is the name of a two-word unit (to + simple verb).

إنه اسم لوحدة كلمتين هما (الفعل المجرد من أي زيادة + to).

* It is used after certain verbs, such as: يستعمل بعد أفعال معينة مثل:

want, wish, hope, aim, intend, mean, plan, (would) like, (would) love, promise, ask, tell, try, expect, allow, warn, forbid, care, require, encourage, (would) prefer.

*e.g. I want **to learn**. // They wish **to travel**. // I hope **to see** Ali again.*

*I aim **to finish** my project. // I forbade him **to speak**.*

*It requires effort **to succeed**. // I asked him **to show** it to me.*

*I would prefer **to go** by train. // I try **to do** my duty.*

* It is also used after certain adjectives, such as:

يستعمل أيضاً بعد صفات معينة، نحو

(possible, able, useless, hard)

*e.g. It is hard **to drive** in the darkness.*

*He is not able **to use** the computer.*

* It is also used after (**too**) and (**enough**).

يستعمل أيضاً بعد (enough) و(too).

*e.g. He is too lazy **to learn**.*

*He is not old enough **to understand**.*

Exercise 3

Choose the correct answer.

1) I' d like …….. to Egypt. (go, to go, going, goes)
2) I allowed them …… (to speak, speaking, speak, speaks)
3) She is clever enough …… well. (to answer, answer, answering, answers)
4) My father plans ……. the city. (leaving, to leave, leaves, leave)
5) I wish …….. her. (see, seeing, sees, to see)
6) I promised ….. the meeting (to attend, attending, attends, attend)

7) Are you able ... two languages? (understand, to understand, understanding, understands)

8) He encourages us .... English. (to learn, learn, learning, learns)

9) I'd love .... her. (meet, meeting, meets, to meet)

Note: In negative sentences, we normally insert '**not**' before '**to**'.

لاحظ أننا في الجمل المنفية ندخل إشارة النفي (**not**) قبل (**to**).

*e.g. The doctor advised the patient **not** to smoke.*

B) Bare-infinitive (Simple verb) ■ المصدر المجرد

* It is used after the following verbs and expressions:

يستعمل المصدر المجرد بعد هذه الأفعال والعبارات:

1) **Defective Verbs** (shall, will, can, must, ought to, should, would, could, have to, may, might, etc).
2) **Verb *to do*** (do, does and did).
3) **Verbs of Sensation** (see, smell, feel, hear, taste).
4) **make, let, had better ('d better), help, would rather.**

Note: Verbs of sensation can be followed either by a verbal noun or bare-infinitive.

لاحظ أنه يأتي بعد أفعال الحواس إما اسم مصدر أو مصدر مجرد.

*e.g. I shall **go** to Baghdad next week.*
*She has to **travel** to Kuwait tonight.*
He let me come in.
*He would rather **walk**.*
*I heard her **come** in or (I heard her **coming** in).*
*My brother saw him **hit** the animal.*
*OR: (My brother saw him **hitting** the animal).*

Exercise 4

Choose the correct answer:

1) Let the man ….. first. (speak, to speak, speaking, speaks).
2) I saw him …… away. (runs, running, to run, run).
3) You 'd better …… at home. (staying, to stay, stayed, stay).
4) He did not …… to school yesterday. (go, goes, to go, going).
5) Can you ….. me tonight. (calling, to call, call, calls)?
6) Does he …… coffee? (drinks, drinking, to drink, drink).
7) I shall ….. there at ten o'clock. (is, are, am, be)

C) Verbal Noun/ Gerund (simple verb + ing) ■ اسم الفعل

* It is formed by adding the suffix (-ing) to the stem of a verb.

يتكون اسم الفعل بإضافة (-ing) إلى جذر الفعل.

run → runn**ing** walk → walk**ing**

go → go**ing** sit → sitt**ing**

* It is used in the following cases: يستعمل اسم الفعل في الحالات التالية:

1) As a subject of a sentence. ■ كفاعل للجملة

Subject فاعل	Predicate تكملة الجملة
e.g. Eating between meals	*is bad for the figure.*
Reading French	*is easier than speaking it.*

2) After '**go**' and '**come**' (idiomatic use). ■ يستعمل بعد (go/ come)

*e.g. I go **riding** every Saturday.*

*Come **sailing** with me tomorrow.*

3) After prepositions ■ بعد حروف الجر

*e.g. She is fond of **dancing**.*

*I apologize for **breaking** your glasses.*

*He left without **paying** his bill.*

Note: The following expressions are followed either by a noun or gerund. لاحظ أن هذه العبارات إما تتبع باسم أو اسم فعل.

(look forward to, be accustomed to and be used to).

*e.g. I look forward to **receiving** your letter.*

*I am accustomed to **hot weather**.*

Note: If 'used to' is preceded by the verb to be 'am/is/are', then it should be followed by a gerund; otherwise, it is followed by the *to*-infinitive.

لاحظ أنه عندما تسبق (used to) بفعل كينونة، فإنه يجب أن تتبع باسم فعل، وبخلافه يجب أن تتبع بمصدر مجرد.

e.g. I am used to **smoking** cigarettes. أنا معتاد على التدخين (في السابق والآن)

I used to **smoke** cigarettes. كنت معتاداً على التدخين (أما الآن فاقلعت عن التدخين)

4) After the following verbs and expressions: ■ بعد الأفعال والعبارات أدناه:

like, dislike, stop, finish, prevent, avoid, deny, enjoy, keep, mind, prefer, love, hate, remember, forget, can't stand, can't bear, can't help, can't avoid, it is no use/ good/ worth.

e.g. I enjoy reading at night.
Avoid over-eating.
It is no use waiting
Would you mind waiting a moment?
Stop talking!
This movie is worth watching.
I couldn't help being late.
I love going to the club.
I like riding, but Zeki prefers walking.
He hates getting up early.
She denied opening the box.
Omar was accused of having entered the house illegally.

Exercise 5

Fill in the blanks:

1) Would you mind …… the window? (open, opening, to open, opens)
2) Let me …… it to you. (explaining, to explain, explained, explain).
3) How can I avoid …… late. (be, being, to be, am)
4) I prefer …… to riding. (walk, to walk, walking, walked)
5) I would prefer …… in Syria. (living, lived, to live, live).
6) I am used to ……. coffee in the evening. (drink, to drink, drinking, drinks)
7) I used to …….. football every weekend. (playing, play, played, plays)
8) He was accused of …… the bank. (rob, to rob, robbing, robbed)
9) I am accustomed to ……. to classical music. (listening, to listen, listens, listen).
10) I don't have enough money…… this flat. (buy, to buy, buying, bought).

Lesson Four: Active and Passive Voice

المبني للمعلوم والمبني للمجهول

In active voice, the sentence contains the subject whereas in the passive voice the subject is deleted and the object is used instead.

في الجمل المبنية للمعلوم يكون هنالك فاعل في حين في الجمل المبنية للمجهول يحذف الفاعل ويحل محله المفعول به.

e.g. ~~She~~ cleans the room every day.

The room is cleaned every day.

A) Simple Present Tense into Passive

■ بناء الفعل المضارع البسيط للمجهول

To form passive voice in the simple present tense, one must perform the following steps: لبناء الفعل المضارع البسيط للمجهول، علينا إتباع الخطوات التالية:

1) delete the subject of the active sentence. حذف فاعل الجملة المعلومة.

2) insert the object instead of the deleted subject. وضع المفعول به بدلاً من الفاعل المحذوف.

3) insert (am/ is/ are), depending on the new subject. وضع (am/ is/ are) حسب الفاعل الجديد

4) change the main verb into the past participle. تغيير الفعل الرئيس إلى التصريف الثالث.

Note: 'am/ is/ are' are used as follows: (am/ is/ are) لاحظ استعمالات

am ⟶ I

is ⟶ he, she, it and singular noun اسم مفرد

are ⟶ we, you, they and plural noun اسم جمع

e.g. ~~He~~ collects the tickets. (active voice)

The tickets are collected. (passive voice)

(1) (2) (3)

e.g. ~~Mr Ali~~ teaches us grammar.

We are taught grammar.

(1) (2) (3)

Note: A pronoun in the object form (**O**) is changed into a pronoun in the subject form (**S**) when passive voice is formed.
Consider the following changes:
لاحظ أن الضمير في صيغة المفعول به يتغير إلى ضمير بصيغة الفاعل عندما نكون المبني للمعلوم كما في التغييرات أدناه:

O		**S**	**O**		**S**
Me	→	I	Her	→	she
Us	→	we	Him	→	he
You	→	you	Them	→	they
It	→	it			

B) Simple Past Tense into Passive Voice

■ **بناء الفعل الماضي البسيط للمجهول**

To form passive voice in the simple past tense, one must perform the following steps: لبناء الفعل الماضي البسيط للمجهول، علينا إتباع الخطوات التالية:

1) delete the subject of the active sentence. حذف فاعل الجملة المعلومة.
2) insert the object instead of the deleted subject. وضع المفعول به بدلاً عن الفاعل المحذوف.
3) insert (was/ were), depending on the new subject. وضع (was/ were) حسب الفاعل الجديد.
4) change the main verb into the past participle. تغيير الفعل الرئيس إلى التصريف الثالث.

Note: 'was/ were' are used as follows: لاحظ استعمالات (was/ were)
was → I, he, she, it and singular noun اسم مفرد
were → we, you, they and plural noun اسم جمع

e.g. ~~The grocer~~ sold eggs.

Eggs were sold.
(1) (2) (3)

e.g. ~~My friend~~ gave me a book.

I was given a book.
(1) (2) (3)

> Note: If an active sentence has two objects, the passive voice can be formed in two ways.
> لاحظ أن الجمل المعلومة التي تحتوي على أكثر من مفعول به، يمكن تحويلها إلى المبني للمجهول بطريقتين.

e.g. I told him the truth.

He was told the truth. OR: The truth was told to him.

> Note: If the direct object 'thing' becomes the subject of the sentence, then the indirect object 'person' should be preceded by a suitable preposition, such as 'to, for, of', etc.
> لاحظ أنه إذا جعلنا المفعول به المباشر (الشيء) فاعلاً للجملة، فعلينا أن نسبق المفعول به غير المباشر (الشخص) بحرف جر مناسب.

e.g. I sent Layla a letter.

*Layla was sent a letter. OR: A letter was sent **to** Layla.*
(person) (thing)

e.g. Ali asked the manager a favour.

*The manager was asked a favour. OR: A favour was asked **of** the manager.*
(person) (thing)

> Note: The following verbs most frequently take two objects.
> لاحظ الأفعال أدناه تأخذ مفعولين.
> **(buy, sell, ask, offer, send, teach, pay, show, bring, make, write, tell, give)**

c) Defective Verbs and Semi-auxiliary Verbs into Passive

■ بناء الأفعال الناقصة والأفعال شبه المساعدة للمجهول

* **Defective Verbs:** will, would, shall, should, may, might, can, could, must and ought to.
* **Semi-auxiliary Verbs:** have to, has to, had to, be about to, be going to, be supposed to, etc.

To change a sentence containing a **defective verb** or a **semi-auxiliary verb** from active voice into passive voice, we usually use '**be**' after the defective verb or the semi-auxiliary verb and then change the main verb into the past participle.

لتغيير الجمل المحتوية على فعل ناقص أو فعل شبه مساعد إلى المبني للمجهول، ما علينا إلا أن نضع (be) بعد الفعل الناقص أو شبه المساعد وتغيير الفعل الرئيس إلى التصريف الثالث.

e.g. She will clean the room.

*The room will **be** cleaned.*
(1) (2) (3)

e.g. They might take her to hospital.

*She might **be** taken to hospital.*
(1) (2) (3)

e.g. You ought to finish the report.
*The report ought to **be** finished.*
e.g. He can solve the problem.
*The problem can **be** solved.*
e.g. She is about to finish her work.
*The report is about to **be** finished.*
e.g. I am going to send a letter to my brother.
*A letter is going to **be** sent to my brother.*
e.g. You have to wash your hands before eating.
*Your hands have to **be** washed before eating.*

Note: If the subject in the active voice reflects negative meaning, such as 'no one', 'none', 'nobody' etc. we have to make the passive voice negative to keep the meaning intact.
لاحظ إذا كان الفاعل في الجملة المبنية للمعلوم يتضمن نفياً، فيجب علينا أن ننفي الجملة عند تحويلها إلى مبني للمجهول.

e.g. No one can answer the question.
*The question can**not** be answered.*

D) Perfect Verbs into Passive ■ بناء الفعل التام للمجهول

To change a sentence in the perfect tense to passive voice, we usually use '**been**' after 'have/ has/ had'.

لتغيير الجمل التي في الزمن التام إلى المبني للمجهول، ما علينا إلا وضع (**been**) بعد (have/ has/ had).

e.g. He has opened the box.

*The box has **been** opened.*

e.g. Someone has broken my vase.

*My vase has **been** broken.*

*e.g. **Nobody** has beaten my brother at tennis.*

*My brother has **not been** beaten at tennis.*

e.g. They had written two letters.

*Two letters had **been** written.*

Note: 'have' and 'has' are used as follows:	لاحظ استعمالات **(have / has)**
Have ⟶ I, you, they, we and a plural noun	اسم جمع
Has ⟶ he, she, it and a singular noun	اسم مفرد

*e.g. They **have** already shut the door.*

*The door **has** already **been** shut.*

*e.g. They **have** made Ahmed captain.*

*Ahmed **has been** made captain.*

E) Continuous Tenses into Passive Voice

■ **بناء الأزمنة المستمرة للمجهول**

To change a sentence in the continuous tense to passive voice, we usually use 'being' after 'am/ is/ are/ was/ were' and change the main verb to the past participle.

لتغيير الجمل التي في زمن مستمر إلى المبني للمجهول، ما علينا إلا أن نضع (being) بعد (am/ is/ are/ were/ was) ومن ثم تحويل الفعل الرئيس إلى التصريف الثالث.

e.g. He is writing <u>the report</u> now.

*<u>The report</u> is **<u>being</u>** written now.*
(1) (2) (3)

e.g. Somebody is cleaning the room at the moment.

*The room is **being** cleaned at the moment.*

e.g. My sister is writing two letters.

*Two letters are **being** written.*

e.g. He was carrying the chairs out into the garden.

*The chairs were **being** carried out into the garden.*

e.g. Nabil was teaching us English.

*We were **being** taught English.*

F) Imperative Sentences into Passive

■ بناء الجمل الأمرية للمجهول

To change an imperative sentence from active to passive voice, we start with 'let' followed by the object (O.). Next, we insert 'be' and change the main verb into the past participle (P.P).

لتحويل الجملة الأمرية من صيغة المبني للمعلوم إلى صيغة المبني للمجهول ، فإننا نبدأ بـ (let) ثم المفعول به. بعد ذلك نأتي بـ (be) ونحول الفعل الرئيس للتصريف الثالث.

Let + O. مفعول به + be + P.P. التصريف الثالث

e.g. Wash the window after work.
***Let** the window **be** washed after work.*

e.g. Clean the room after finishing your homework.
***Let** the room **be** cleaned after finishing your homework*

Exercise 6

Change the following sentences into passive voice:

1) Nobody has used the computer for an hour.
2) The woman showed me the way to the library.
3) Tom is cleaning the car.
4) Have you sent the letter to your brother?
5) I am going to finish my work at about 6 o'clock.
6) She has to answer this question.
7) My mother has already prepared a good breakfast.
8) You shall not treat me like a baby.
9) Make me a cup of coffee, please.
10) The boy is playing football and the girl is playing tennis at the moment.

Lesson Five: Direct and Indirect Speech

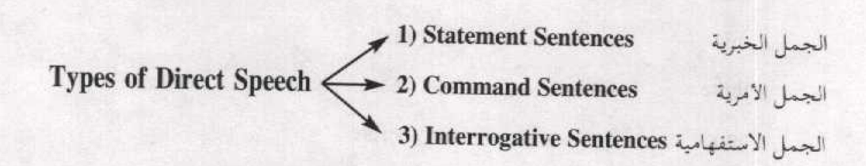
الكلام المباشر وغير المباشر

Direct speech refers to when the speaker's exact words are repeated; it is written within inverted commas. Indirect speech, however, refers to when we convey the speaker's message using different words.

إن الكلام المباشر يعني إعادة كلام المتكلم نفسه، ويحصر بين فوارز مقلوبة، في حين الكلام غير المباشر يعني أننا نعطي المعنى الحقيقي لكلام المتكلم ولكن باستعمال كلمات مختلفة.

e.g. He said, "I have no time." (direct speech كلام مباشر)

He said that he had no time. (indirect speech كلام غير مباشر)



1) Statement Sentences ■ الجمل الخبرية

They begin with the subject (noun or pronoun) and end with a full stop.

تبدأ الجمل الخبرية بفاعل (اسم أو ضمير) وتنتهي بنقطة.

e.g. I have to go to work now.

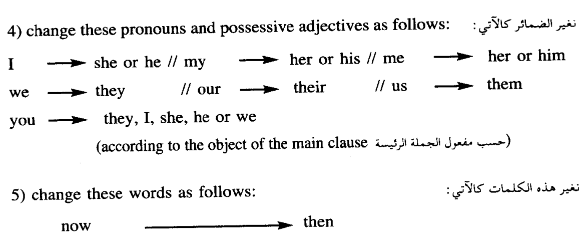
When the verb in the main clause (introductory verb) is in the past tense, we perform the following steps to change direct speech to indirect speech:

إذا كان الفعل الرئيس في جملة القول (الجملة الرئيسة) في الماضي، فعلينا أن نجري الخطوات التالية لنغير الكلام المباشر إلى غير مباشر:

1) change '**said to**' into '**told**'. نحول (said to) إلى (told).

2) change the comma (,) or colon (:) into '**that**'. نغير الفارزة أو النقطتين الشارحتين إلى (that).

3) delete the inverted commas. نحذف الفوارز المقلوبة.



4) change these pronouns and possessive adjectives as follows: نغير الضمائر كالآتي :

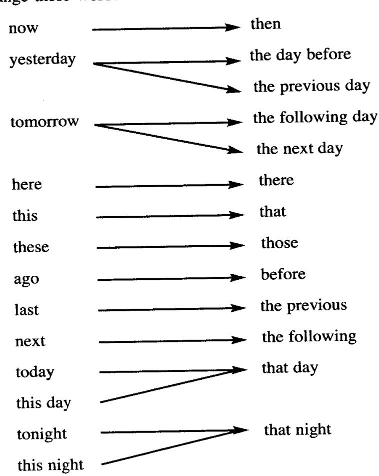
I → she or he // my → her or his // me → her or him

we → they // our → their // us → them

you → they, I, she, he or we

(according to the object of the main clause حسب مفعول الجملة الرئيسة)

5) change these words as follows: نغير هذه الكلمات كالآتي :



- now → then
- yesterday → the day before / the previous day
- tomorrow → the following day / the next day
- here → there
- this → that
- these → those
- ago → before
- last → the previous
- next → the following
- today / this day → that day
- tonight / this night → that night

6) change the present tense into the past tense and the past tense into the past perfect tense. نغير زمن المضارع إلى ماض وزمن الماضي إلى الماضي التام.

7) change the defective verbs as follows:
will → would// shall → should// can → could// may → might

e.g. He said to me: "I bought a new shirt today."

He told me that he had bought a new shirt that day.

e.g. Tom said, "My friend is a lawyer."

Tom said that his friend was a lawyer.

e.g. Zeki said to me: "I lost my pen yesterday."

Zeki told me that he had lost his pen the day before.

e.g. Mona said to me: "I saw my brother put this chair here today."

Mona told me that she had seen her brother put that chair there that day.

Note: When a sentence expresses a fact or habitual action, there is no need to change the tense.

لاحظ إذا كانت الجملة تعبر عن حقيقة أو عادة، فلا داعي لتغيير زمن الجملة.

e.g. He said, "Wood floats on water, but iron does not float." (fact حقيقة)

He said that wood floats on water, but iron does not float.

e.g. My friend said to me: "My brother usually gets up at 7 o'clock." (habit عادة)

My friend told me that his brother usually gets up at 7 o'clock.

Note: If the verb in the main clause (introductory verb) is in the present tense, no change in tense is required.

إذا كان الفعل الرئيس في جملة القول (الجملة الرئيسة) في المضارع، فلا داعي لتغيير الأزمنة.

e.g. He has just said to me: "I am very sorry."

He has just told me that he is very sorry.

e.g. My brother says: "My new job is very difficult."

My brother says that his new job is very difficult.

Note: When changing direct speech into indirect speech, we do not change the following defective verbs:

عندما نغير كلاماً مباشراً إلى غير مباشر لا نغير الأفعال الناقصة التالية:

(would, should, could, might, ought to, used to)

*e.g. My sister said to me, "I **could** not lift this box."*

*My sister told me that she **could** not lift that box.*

*e.g. John said to us: "I **might** visit my uncle next year."*

*John told us that he **might** visit his uncle the following year.*

*e.g. He said: "I know the restaurant well because I **used to** eat here."*

*He said that he knew the restaurant well because he **used to** eat there.*

2) Command Sentences ■ الجمل الأمرية

They begin with the imperative verb and end with full stop.

تبدأ الجمل الأمرية بفعل أمر وتنتهي بنقطة.

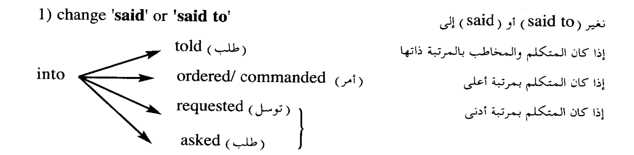
e.g. Open the door.

To change an imperative sentence from direct speech into indirect speech, one must perform the following steps:

لتغيير كلام مباشر إلى غير مباشر، فعلينا إتباع الخطوات التالية:

1) change '**said**' or '**said to**'

نغير (said to) أو (said) إلى



Note: If the speaker and the addressee are of the same level of authority, 'said' or 'said to' is changed into 'told', if the speaker is of a higher level of authority, 'said' or 'said to' is changed into 'commanded' or 'ordered', but if the speaker is of a lower authority, 'said' or 'said to' is changed into 'requested' or 'asked'.

2) change the comma (,) or colon (:) into '**to**'. نغير الفارزة أو النقطتين الشارحتين إلى (to).

3) delete the converted commas. نحذف الفوارز المقلوبة.

4) replace 'do not' with 'not to' instead. نحذف (do not) ونضع (not to) بدلاً منها

5) apply all changes as instructed in **statement sentences.**

نطبق بقية التغييرات التي ذكرت في الجمل الخبرية.

e.g. He <u>said</u> to me<u>:</u> "Open <u>your</u> book."

He <u>told</u> me <u>to</u> open <u>my</u> book.

e.g. The teachers <u>said to</u> the students<u>:</u> "<u>Don't</u> laugh."

The teacher <u>ordered</u> the students <u>not to</u> laugh.

e.g. He said, "Get your coat, Ali."

He told Ali to get his coat.

e.g. She said to Mona, "Please, come with me."

She asked Mona to go with her.

Note: When we have the word '**please**' in a direct command, it is advised that we remove it and change '**said**' or '**said to**' into '**requested**' or '**asked**' to form an indirect command.

عند وجود كلمة (**please**) في الأمر المباشر ، يفضل حذفها مع تغيير فعل القول (**said to**) أو (**said**) إلى (**requested**) أو (**asked**) .

e.g. She said to Mona, "Please, come with me."

She requested Mona to come with her.

Note: When we change (said) into (asked, ordered, told, commanded, requested, etc.), we have to put an object after them.

لاحظ عند تحويل (**said**) إلى (**asked, told, ordered, commanded, requested**) يجب وضع مفعول به بعد هذه الأفعال .

e.g. He said, "Hold this bag for me, please."

He asked me to hold that bag for him.

e.g. He said, "Don't put your elbows on the table."

He told me not to put my elbows on the table.

e.g. Layla said to Huda: "Pass me the salt, please."

Layla asked Huda to pass her the salt.

e.g. The officer said to the soldiers: "Fire."

The officer ordered the soldiers to fire.

e.g. John said to his dog: "Sit."

John ordered his dog to sit.

3) Interrogative Sentences ■ الجمل الاستفهامية

They begin either with a question word or an auxiliary verb and end with a question mark.

تبدأ الجمل الاستفهامية إما بأداة استفهام أو بفعل مساعد وتنتهي بعلامة استفهام.

e.g. Where are you going?

e.g. Shall I help you?

To change direct questions into indirect speech, we perform the following steps:

لتغيير كلام مباشر إلى غير مباشر، فعلينا إتباع الخطوات التالية:

1) change (said or said to) into asked. نغير (said to) أو (said) إلى (asked).
2) use the same question word instead of the comma or colon if the direct question begins with a question word.
   إذا كانت الجملة الاستفهامية مبدوءة بأداة استفهام. نربط بأداة الاستفهام نفسها.
3) use 'if' or 'whether' instead of the comma or colon if the direct question begins with an auxiliary verb .
   نربط بـ (whether أو if) إذا كانت الجملة الاستفهامية مبدوءة بفعل مساعد.
4) put the subject before the verb. نقدم الفاعل على الفعل.
5) change the question mark into a full stop. نقلب علامة الاستفهام إلى نقطة.
6) delete the converted commas. نحذف الفوارز المقلوبة.
7) delete 'did' and change the tense of the following verb into the past perfect tense.
   نحذف (did) ونغير زمن الفعل الذي يليها إلى ماض بسيط.
8) delete 'do' or 'does' and change the tense of the following verb into the simple past tense. نحذف (do /does) ونغير زمن الفعل الذي يليهما إلى ماض بسيط.
9) apply all changes as instructed in **statement sentences**.
   نطبق بقية التغييرات التي ذكرت في الجمل الخبرية.

e.g. He said, "How ~~do~~ you know that?"

↓ ↓ ↓ ↓ ↓ ↓

He asked me how I knew that.

e.g. Zeki said to the shopkeeper, "How much is this bicycle?"

Zeki asked the shopkeeper how much that bicycle was.

e.g. Tom said, "Can you swim, Ali?"

Tom asked Ali if he could swim.

e.g. Layla said, "Do you like my new dress, Suha?"

Lalya asked Suha if she liked her new dress.

e.g. He said to me: "Ought the light to be on?"

He asked me if the light ought to be on.

Note: The tense should not be changed if the introductory verb is in the present tense. لاحظ إذا كان فعل القول مضارعاً فيجب ألا نغير الأزمنة.

e.g. He asks: "How do you do?"

He asks how I do.

Note: If 'did/ do/ does' is the main verb, then it should not be omitted.

لاحظ إذا كان (**did/ do/ does**) فعلاً رئيساً، فيجب ألا تحذف.

e.g. John said to me: "Who did this?"

John asked me who had done that.

Note: The introductory verb 'said' or 'said to' could be changed into 'wonder', 'inquire' or 'want to know', on condition that no indirect object follows it.

لاحظ أن فعل القول (**said to**) أو (**said**) يمكن تغيره إلى (**wonder, inquire, want to know**) على شرط ألا يتبع بمفعول به غير مباشر.

e.g. He said to me: "Did the greengrocer have any fresh vegetables?"

He asked (me) whether the greengrocer had any fresh vegetables.
He wondered whether the greengrocer had any fresh vegetables.

e.g. She said to me, "Will he come if it rains?"

She wanted to know if he would come if it rained.

Exercise 7

Change the following sentences into reported speech:

1) Tom asked: "Where does she come from?"

2) My mother said, "I lost my temper last night."

3) "I cannot do it today, but I expect I can do it next week," said Zeki.

4) My mother said to me: "Don't put your feet on the chair."

5) He said, "Tom had an accident last week, but he was not injured."

6) Ali said to his father, "This is the man who helped me."

7) He said, "Yes."

8) She said: "No."
   She ....

9) My friend said to me, "Let us go to the cinema tonight."
   My friend suggested ....

10) He said to me: "You took the money."
    He accused me ....

Lesson Six: Articles
a) Indefinite Article: (a/ an) أداة التنكير
b) Definite Article: (the) أداة التعريف

A) Indefinite Article (a/ an) ■ أداة التنكير

* 'A' precedes a singular, countable noun beginning with a consonant.

نستعمل (a) قبل الاسم المفرد المعدود المبدوء بحرف صحيح.

e.g. ***a*** *man,* ***a*** *book,* ***a*** *pen,* ***a*** *dog,* ***a*** *cat, etc.*

Note: 'A' is also used before a singular, countable noun beginning with a vowel with a consonant sound.
لاحظ أننا نستعمل (a) قبل الاسم المفرد المعدود المبدوء بحرف علة على شرط أن يلفظ صحيحاً.

e.g. ***a*** *university,* ***a*** *European,* ***a*** *one-way street,* ***a*** *one-eyed man,* ***a*** *useful book, etc.*

* 'An' precedes a singular countable noun beginning with a vowel sound, or a mute 'h'.

نستعمل (an) قبل الاسم المفرد المعدود المبدوء بصوت علة أو (h) الصامت.

e.g. ***an*** *apple,* ***an*** *orange,* ***an*** *open window,* ***an*** *hour,* ***an*** *honour,* ***an*** *honest man*

• Meanings of (a/ an) • معاني (a/ an)

They mean the following: يعنيان الآتي:

1) One ١) واحد

e.g. I have ***a*** *book. (= I have* ***one*** *book)*

2) Any ٢) أيّ

e.g. Pass me a fork, please. (= pass me any fork, please)

3) Per ٣) بـ

e.g. I pray five times a day. (= I pray five times ***per*** *day)*

• Uses of (a/ an) ● استعمالات (a/ an)

1) They are used before a singular, countable noun.

يستعملان قبل الاسم المفرد المعدود.

*e.g. I bought **a** <u>car</u>.*

*He ate **an** <u>orange</u>.*

2) They are used with a noun complement. يستعملان مع التكملة.

e.g. She is a teacher.

He became a great man.

3) They are used before '**dozen/ hundred/ thousand/ million**'.

يستعملان قبل هذه التراكيب:

*e.g. There are **a** <u>dozen</u> eggs here.*

*There were **a** <u>hundred</u> cars in Basra.*

4) They are used before '**lot of, great number of, great amount of, great deal of, piece of, item of, sheet of, block of, yard of, gallon of, glass of, part of, small number of, small amount of**'.

يستعملان قبل العبارات أعلاه.

*e.g. There is **a** <u>great number of</u> useful books in this library.*

*There is **a** <u>small number of</u> books on the shelf.*

5) (a) can be used before '**Mr., Mrs., Miss**' + surname.

تستعمل (a) قبل (Mr./ Mrs./ Miss) إذا تبعت بلقب.

*e.g. Is there **a** Mr. Smith? (= is there **a man called** Smith?)*

Is Mr. Smith there? (= is Mr. Smith there?)

6) In exclamation, before a singular, countable noun.

يستعملان قبل الاسم المفرد في الجمل التعجبية.

*e.g. What **a** clever <u>boy</u> he is!*

B) Definite Article 'THE' ■ أداة التعريف

• Uses of (THE) • استعمالات (the)

* It is used before nouns of which there is only one.

تستعمل قبل الأسماء المفردة في الكون.

e.g. ***the*** *earth* الأرض , ***the*** *sun* الشمس , ***the*** *moon* القمر , ***the*** *sky* السماء

the *North pole* القطب الشمالي, *etc.*

* It is used before a noun which has become define as a result of being mentioned a second time in later sentence.

تستعمل قبل الأسماء التي تذكر للمرة الثانية في جملة أخرى.

*e.g. There is **a** tree in the garden. **The** tree is an oak.*

* It is used before a noun followed by a relative pronoun.

تستعمل قبل الاسم الذي يأتي بعده ضمير وصل.

*e.g. **The** boy who won the prize is called Zeki.*

__The__ books which I bought were expensive.

* It is used before superlative degrees. تستعمل قبل صيغ التفضيل.

*e.g. She chose **the** most expensive bag in the shop.*

*Ahmed is **the** tallest boy in the class.*

* It is used before names of seas, rivers, oceans, mountain ranges and groups of islands.

تستعمل قبل أسماء البحار والأنهار والمحيطات والسلاسل الجبلية ومجاميع الجزر.

e.g. ***the*** *Tigris* (دجلة), ***the*** *Euphrates* (الفرات), ***the*** *Shatt-el-Arab* (شط العرب)

the *Nile* (النيل), ***the*** *Red Sea* (البحر الأحمر), ***the*** *Atlantic Ocean* (المحيط الاطلسي),

the *Alps* (جبال الألب), *etc.*

* It is used before adjectives which are used as nouns in a plural sense.
تستعمل قبل الصفات كأسماء في حالة جمع.

e.g. ***the** poor* الفقراء, ***the** injured* المصابون, ***the** young* الشباب, ***the** sick* المرضى, ***the** rich* الاغنياء, ***the** dead* الموتى, *etc.*

Note: 'the' + 'adj.' is followed by a verb in a plural form.
لاحظ أن (the + صفة) تأخذ فعلاً في صيغة الجمع.

e.g. ***The rich*** *usually help the poor.*

* It is used before '**nationality words**', which mean '**the people of that country**'.
تستعمل قبل بعض الصفات المشتقة من أسماء الاقطار والتي تعني (the people of that country).

Note: There is no need to add '-s/es' to nationality adjectives to refer to the people of the country if they end in 'ch/ss/sh/se'.
لاحظ أنه لاحاجة لإضافة (-s/ es) للصفات المشتقة من أسماء الأقطار كي تشير لأشخاص البلد إذا كانت تنتهي بـ (ch/ss/sh/se).

e.g. the ***English****, the* ***Irish****, the* ***French****, the* ***Dutch****, the Swiss, the Japanese the Kuwaitis, the Iraqis, the Egyptians, etc.*

Note: 'the + nationality' takes a verb in a plural form.
لاحظ أن (the + جنسية) تأخذ فعلاً في صيغة الجمع.

e.g. *The French* ***are*** *famous for their food. (i.e. the French people)*

* 'THE' is used before the following words:
'cinema', 'theatre', 'radio'
تستعمل (the) قبل هذه الكلمات:

e.g. We went to ***the*** *cinema.*
She will go to ***the*** *theatre with her brother.*
e.g. I often listen to ***the*** *radio.*

Note: 'THE' is not used before 'television' (TV) unless you mean 'the set' itself.
لاحظ أنه لا يجوز استعمال (the) قبل (TV) ما لم يكن المقصود الجهاز نفسه.

e.g. We usually watch TV.
*Can you turn off **the** television, please?*

* '**THE**' is used before ordinal numbers '**first, second, third, fourth,** etc.'

تستعمل (the) قبل الأعداد الترتيبية.

*e.g. March is **the** third month of the year.*

* '**THE**' is used before the word '**space**' when it refers to '**place**'.

تستعمل (**the**) قبل كلمة (**space**) عندما تعني مكاناً أو مجالاً.

*e.g. An angle is **the** space between two meeting lines.*

Note: We do not use 'THE' when the word 'space' denotes the general meaning. **لاحظ أننا لا نستعمل (the) قبل كلمة (space) عندما تعني فضاء.**

e.g. The Soviet Union was the first nation to send a man into space.

* '**THE**' is used before the following musical instruments:
تستعمل (the) قبل الأدوات الموسيقية: (**piano** البيانو, **guitar** القيثارة, **violin** الكمان)

*e.g. **The** piano is my favourite instrument.*
*Ali plays **the** guitar well.*
*Can you play **the** violin?*

• Omission of (the) — حذف أداة التعريف (the) •

* We do not use (THE) before the following words when they are used for their primary purpose.

لا نستعمل (the) قبل الأسماء أدناه إذا استعملت للغرض المخصص لها.

'school, church, college, university, hospital, prison, bed, office, work'

*e.g. I went to **school** to learn Arabic.*
*OR: I went to the **school** just to see the building.*
*e.g. He goes to **hospital** for a check-up every month.*
*OR: He goes to the **hospital** to train the staff.*

Exercise 8

Fill in the blanks with '**a**', '**an**', '**the**' or '**X**'

1) There was ... man talking to ... woman outside my house. ... man looked English, but ... woman looked foreign.
2) Have you finished ... book I lent you last week?
3) It was... beautiful day; ... sun shone brightly in ... sky.
4) I have invited Hamid to ... dinner next Monday.
5) Did you see the film on... TV or at ... cinema?
6) The next morning we had ... nice breakfast.
7) ... rich should help... poor.
8) She went to ... school to learn French.
9) My friend is on his way to ... work.
10) This is ... book that you are looking for.

Lesson Seven: Nouns الأسماء

Nouns are terms which refer to people, places or things.

الأسماء هي كلمات تدل على أسماء الأشياء أو الأشخاص أو الأماكن.

e.g. Zeki, desk, team, happiness, Iraq, etc.

A) Types of Noun ■ أنواع الأسماء

1) Common Nouns • الأسماء الاعتيادية

e.g. dog كلب*, table* طاولة*, man* رجل*, etc.*

Note: Common nouns can be used to refer to all things, animals, people, etc.
لاحظ أنه يمكن استخدام الأسماء الاعتيادية لتشير إلى كافة الأشياء والحيوانات والأشخاص...

2) Proper Nouns • الأسماء الخاصة

e.g. Ahmed, Baghdad, etc.

Note: 1) Proper Nouns can be used for particular persons and places.
تستعمل لأشخاص معينين أو أماكن معينة.
2) Proper Nouns always begin with a capital letter. تبدأ بحرف كبير

3) Abstract Nouns • الأسماء المعنوية

e.g. happiness سعادة*, beauty* جمال*, fear* خوف*, courage* شجاعة*, joy* ابتهاج *,etc.*

They refer to qualities of people or things. إنها صفات لأشخاص أو أشياء

Note: Abstract nouns are uncountable nouns.
لاحظ أن الأسماء المعنوية أسماء غير معدودة.

4) Collective Nouns • الأسماء الجمعية

e.g. army جيش, *crowd* حشد, *navy* أسطول, *class* صف, *etc.*

They refer to a group or a collection of countable nouns, such as soldiers جنود, men رجال, ships سفن, students طلاب, etc., but are regarded as one

إنها أسماء لمجاميع من الأشياء أو الأشخاص كالجنود والناس والسفن والطلاب الخ، لكنها تعد شيئاً واحداً.

Group of things or people		collective noun	
خراف	Sheep →	قطيع	flock
كلاب	Dogs →	مجموعة	pack
ذئاب	Wolves →		
جنود	Soldiers →	جيش	army
لاعبو كرة القدم	Footballers →	فريق	team
أزهار	Flowers →	باقة	bunch
مفاتيح	Keys →	رزمة	bunch
ماشية	Cattle →	قطيع	herd
أبقار	Cows →		
ثيران	Bulls →		
عصي	Sticks →	حزمة	bundle
أقارب	Relatives →	عائلة	family
طلاب	Students →	صف	class
سفن حربية	Battleships →	أسطول	fleet
سفن حربية	Submarines →	أسطول	Navy

B) Number of Nouns ■ عدد الاسم

The plural form of a noun is constructed by adding '-s' to the singular form.

يجمع الاسم في اللغة الانجليزية بإضافة (s-) إلى نهايته.

e.g. dog ---► *dogs*
book ---► *books*
table ---► *tables*

• Exceptions ● الشواذ

1) Nouns ending in 'o, s (ss), sh, x or z' form their plural by adding '-es'.

تجمع الأسماء المنتهية بـ (s (ss), sh, x, z أو o) بإضافة (es-) إلى نهايتها.

e.g. cargo ► *cargoes// bus* ► *buses// fez* ► *fezzes// watch* ► *watches*
dress ► *dresses// brush* ► *brushes// box* ► *boxes// church* ► *churches*

Note: For words of foreign origin ending in '-o', only '-s' is added.
لاحظ أنه يضاف (s-) وليس (es-) للكلمات الأجنبية المنتهية بـ (o-).

e.g. piano --► *pianos*
photo --► *photos*
kilo --► *kilos*

2) Nouns ending in '-y' following a consonant form their plural by changing '-y' into '-ies'.

إذا كان الـ (y-) مسبوقاً بحرف صحيح، فانه يقلب إلى (ies-) في الجمع.

e.g. city --► *cities*
party --► *parties*

Note: Nouns ending in '-y' following a vowel form their plural by adding '-s' only.
لاحظ إذا كان الـ (y-) مسبوقاً بحرف علة، فعند الجمع نضيف (s-) فقط.

e.g. key --➤ *keys*
boy --➤ *boys*

3) Nouns ending in '-f' or '-fe' form their plural by changing '-f' or '-fe' into '-ves'.

إذا كان الاسم ينتهي بـ (f-) أو (ef-) فانها تقلب إلى (ves-) عند الجمع.

e.g. thief --➤ *thieves*
knife --➤ *knives*
wife --➤ *wives*

Note: Words ending in '-oof', '-rf', '-ff' or '-eef' take '-s' only.
لاحظ أن الكلمات المنتهية بـ (eef-) أو (ff-) أو (rf-) أو (oof-) يضاف لها (s-) فقط عند الجمع.

e.g. roof --➤ *roofs*
dwarf --➤ *dwarfs (or dwarves)*
cliff --➤ *cliffs*
reef --➤ *reefs*

4) Some nouns form their plural by changing vowel.

تجمع بعض الأسماء بتغيير حرف العلة.

e.g. man ➤ *men* (رجال) // *woman* ➤ *women* (نساء) // *tooth* ➤ *teeth* (أسنان)
foot ➤ *feet* (أقدام) // *goose* ➤ *geese* (أوزات) // *mouse* ➤ *mice* (فئران)
louse ➤ *lice* (قمل)

5) Some nouns have an exceptional plural. بعض الأسماء لها جموع شاذة.

e.g. child *children* (أطفال)
ox *oxen* (ثيران)

6) Some nouns have no singular form. بعض الأسماء ليس لها مفرد.

e.g. alms (صدقات), *goods* (بضاعة), *riches* (ثروة), *wages* (أجور), *clothes* (ملابس), *etc.*

7) Some nouns have no plural form. بعض الأسماء ليس لها صيغة جمع.

e.g. information (معلومة), *advice* (نصيحة), *furniture* (أثاث), *knowledge* (معرفة), *research* (بحث), *progress* (تقدم), *etc.*

8) Some nouns have the same singular and plural form.

بعض الأسماء لها شكل واحد في الجمع والمفرد.

e.g. deer (ظبي أو ظباء), *fish* (سمكة أو سمك), *sheep* (خروف أو خراف), *etc.*

9) The following nouns are singular even though they end in '-s'.

الأسماء الآتية أسماء مفردة على الرغم من انها تنتهي بـ (S-).

e.g. mathematics (علم الرياضيات), *physics* (علم الفيزياء), *economics* (علم الاقتصاد) *athletics* (الألعاب الرياضية), *gymnastics* (الجمناز), *scissors* (مقص), *tweezers* (ملقط) *trousers or pants* (بنطلون), *binoculars* (ناظور), *pliers* (كماشة), *tongs* (ملقطة) *spectacles or glasses* (نظارات), *jeans* (بنطلون جينز),*etc.*

Lesson Eight: Uncountable Nouns
الأسماء غير المعدودة

An uncountable noun is a noun that cannot be counted; it has no plural form and it cannot be preceded by the indefinite article (a/an), such as:

الاسم غير المعدود هو اسم لا يعد ولا يجمع ولا يسبق بأداة تنكير (a/ an) مثل:

water ماء، milk حليب، tea شاي، coffee قهوة، bread خبز، rice رز، food طعام، orange-juice عصير برتقال، butter زبدة، chalk طباشير، grass حشيش، courage شجاعة، beauty جمال، happiness سعادة، meat لحم، flour طحين، news أخبار، accommodation وسائل الراحة/السكن، furniture أثاث، behaviour سلوك، advice نصيحة، ink حبر، information معلومة، permission رخصة، wool صوف، cotton قطن، steel حديد، iron حديد، weather طقس، travel سفر، work عمل، homework واجب بيتي، scenery منظر، trouble مشكلة، chaos اضطراب، legislation تشريع، compensation تعويض، infrastructure بنية تحتية، air هواء، silver فضة، soup شوربة، cheese جبن، glass زجاج، luggage أمتعة، metal معدن، knowledge معرفة، reality حقيقة، safety أمان، technology تكنلوجيا، death موت، democracy ديمقراطية، atmosphere جو، patience صبر، justice عدالة، capacity أهلية، rain مطر، religion دين، poverty فقر، surgery عملية جراحية، الخ.

e.g. ***Cows*** *give us* ***milk****.*

e.g. We can bake a ***cake*** *with* ***flour****,* ***milk*** *and* ***eggs****.*

e.g. I can write a ***letter*** *in* ***ink*** *or with a* ***pencil****.*

e.g. A ***ring*** *is made of* ***gold*** *or* ***silver****.*

e.g. A ***table*** *is a* ***piece*** *of* ***furniture****.*

e.g. A ***chair*** *is made of* ***wood****.*

e.g. A ***cat*** *eats* ***meat****.*

e.g. I am looking for a ***job****.* — لاحظ *(job)* اسماً معدوداً

OR: I am looking for ***work****.* — لاحظ *(work)* اسماً غير معدود

e.g. What a lovely ***view****!* — لاحظ *(view)* اسماً معدوداً

OR: What lovely ***scenery****!* — لاحظ *(scenery)* اسماً غير معدود

Lesson Nine: Adjectives الصفات

An adjective is a word that qualifies a noun and limits its meaning and application. الصفة هي الكلمة التي تصف الاسم وتحدد معناه وتطبيقه.

e.g. Which book? ⟶ *The **new** book*
e.g. Which cat? ⟶ *The **black** cat*

Note: Adjectives in English have one form, which is used with singular, plural, masculine and feminine nouns.
لاحظ أن للصفات في اللغة الانجليزية شكل واحد في المفرد أو الجمع وفي المذكر أو المؤنث.

*e.g. A **good** boy* ⟶ ***good** boys*
*A **good** girl* ⟶ ***good** girls*

Note: The only exception is the demonstrative adjectives 'this' and 'that' which change into 'these' and 'those' respectively before plural nouns.
لاحظ هنالك حالة شاذة واحدة هي أسماء الإشارة (that) و(this) التي تتغير إلى (those) و(these) على التوالي في صيغة الجمع.

*e.g. **This** car* ⟶ ***these** cars*
***That** chair* ⟶ ***those** chairs*

■ Types of Adjectives ■ أنواع الصفات

There are six kinds of adjective: هنالك ستة أنواع للصفات:

Adjectives الصفات
- Adjectives of Quality صفات النوع
- Adjectives of Quantity صفات الكم (الكمية)
- Demonstrative Adjectives أسماء الإشارة
- Distributive Adjectives صفات التوزيع
- Interrogative Adjectives صفات الاستفهام
- Possessive Adjectives صفات التملك

A) Adjectives of Quality • صفات النوع

*e.g. a **brave** man.*
*a **German** car.*

B) Adjectives of Quantity • صفات الكم (الكمية)

e.g. one, two, all, some, several, half, no, any, etc.

C) Demonstrative Adjectives • أسماء الإشارة

e.g. this, that, these and those.

D) Distributive Adjectives • صفات التوزيع

e.g. each, every, either and neither.

Note: Distributive adjectives always take the singular verb.
لاحظ صفات التوزيع تأخذ دائماً فعلاً مفرداً.

*e.g. **Each** one of the two boys **has** won a prize.*
***Every** one of the boys **has** done his homework.*

Note: 'Each' is used for one of two, while 'every' is used for any number exceeding two.
لاحظ أن (each) تستعمل لواحد من اثنين، في حين (every) تستعمل لكل رقم يزيد عن اثنين.

E) Interrogative Adjectives • صفات الاستفهام

e.g. which, who, whose, what, etc.

They are used in questions. تستعمل صفات الاستفهام في صيغة السؤال.

*e.g. **Which** man did you see?*
***Whose** book is this?*
***What** time is it?*

F) Possessive Adjectives • صفات التملك

e.g. my, his, her, our, your, their, its.

They are used to indicate possession. تظهر الملكية.

*e.g. This is **my** house.*
*He has lost **his** pen.*

> **Note: Adjectives usually come before their nouns.**
> **لاحظ أن الصفات تأتي عادةً قبل الأسماء التي تصفها**

e.g. a black cat.

black → صفة Adj.
cat → اسم N.

> **Note: Adjectives of quality can be placed after the following verbs:**
> **لاحظ يمكن استعمال صفات النوع بعد الأفعال التالية:**
> **(be, seem, look, appear, sound, etc.)**

*e.g. The house looked **large** and **new**.*
*It was **cold**, **wet** and **windy** that night.*

■ Comparison ■ المقارنة

There are three degrees of comparison in English:

توجد ثلاثة أنواع من المقارنة في اللغة الانجليزية:

1) Positive Degree: • الصفة الحقيقة:

e.g. Tall, long, useful, etc.

2) Comparative Degree: • درجة المقارنة:

e.g. Taller, longer, more useful, etc.

3) Superlative Degree: • درجة التفضيل:

e.g. The tallest, the longest, the most useful, etc.

■ *Forming Comparative and Superlative Degrees*

■ صياغة درجة المقارنة والتفضيل

A) One-syllable adjectives صفات مكونة من مقطع واحد

The comparative and superlative degrees of one-syllable adjectives are formed by adding '**-er**' and '**-est**' to the positive degree.

لتكوين درجة المقارنة ودرجة التفضيل فإننا نضيف (-er) و(-est) للصفات المكونة من مقطع واحد.

Positive Degree صفة حقيقية	Comparative Degree درجة مقارنة	Superlative Degree درجة تفضيل
New جديد	Newer	The newest
Heavy ثقيل	Heavier	The heaviest
Old قديم	Older	The oldest

B) Adjectives of three or more syllables صفات مكونة من ثلاثة مقاطع أو أكثر

The comparative and superlative degrees of adjectives of three or more syllables are formed by putting '**more**' and '**most**' before the positive degree.

نضع (more) و(most) قبل الصفات المكونة من ثلاثة مقاطع أو أكثر لتكوين درجة المقارنة أو التفضيل.

Positive Degree صفة حقيقية	Comparative Degree درجة مقارنة	Superlative Degree درجة تفضيل
Beautiful جميل	More beautiful	The most beautiful
Interesting ممتع	More interesting	The most interesting

C) Two-syllable Adjectives صفات مكونة من مقطعين

- Those ending in '**-ful**' or '**-re**' usually take '**more**' and '**most**'.

نضع (more) و(most) للصفات المنتهية بـ (-ful) أو (- re).

Positive Degree صفة حقيقية	Comparative Degree درجة مقارنة	Superlative Degree درجة تفضيل
Careful حذر	More careful	The most careful
Obscure غامض	More obscure	The most obscure

• For those ending in '**-er**', '**-y**', '**-le**' or '**-ly**', '**-er**' and '**-est**' are added.

نضيف (-est) و (-er) للصفات المنتهية بـ (-ly) أو (-le) أو (-y) أو (-er).

Positive Degree صفة حقيقية	Comparative Degree درجة مقارنة	Superlative Degree درجة تفضيل
Clever ذكي	Cleverer	The cleverest
Pretty مليح / فطين	Prettier	The prettiest
Holy مقدس	Holier	The holiest
Gentle لطيف	Gentler	The gentlest

Note: '**-er**' and '**-est**' are used with disyllabic adjectives with stress on the second syllable.
لاحظ أننا نستعمل (-er) و(-est) مع صفات ثنائية المقطع، شريطة أن يكون التشديد على المقطع الثاني.

Positive Degree صفة حقيقية	Comparative Degree درجة مقارنة	Superlative Degree درجة تفضيل
Po'lite مؤدب	Politer	The politest
Hand'some وسيم	Handsomer	The handsomest

Irregular Comparison المقارنة الشاذة

Positive Degree صفة حقيقية	Comparative Degree درجة مقارنة	Superlative Degree درجة تفضيل
Good (well) جيد	Better	The best
Bad (ill) رديء	Worse	The worst
Little قليل	Less	The least
Many (much) كثير	More	The most
Far بعيد	Farther	The farthest
Old كبير / قديم	Older (elder)	The oldest (eldest)

Note: 'Elder' and 'eldest' are used chiefly for comparison within a family.

لاحظ أن (elder) و(eldest) يعبران عن الأسبقية بين أفراد العائلة وليس العمر ويستعملان للمقارنة بين أفراد العائلة.

*e.g. My **elder** son.*

*His **eldest** daughter.*

Note: We cannot use 'elder' before than.

لاحظ أنه لا يمكن استعمال (elder) قبل (than).

*e.g. He is **older** <u>than</u> you*

Constructions with Comparison تراكيب في المقارنة

A) With the **positive degree**, the following constructions are used:

* as + adj. صفة + as — for positive comparison للمقارنة المثبتة
* not {as / so} + adj. صفة + as — for negative comparison للمقارنة المنفية

*e.g. An apple is **as big as** an orange.*

*She is not **as beautiful as** Layla.*

*Peter is **not so tall as** Tom.*

B) With the **comparative degree**, the following construction is used:

نستعمل مع درجة المقارنة هذا التركيب:

* Comparative degree + than

*e.g. A mountain is **larger than** a hill.*

*Yousif is **older than** Ali.*

C) With the **superlative degree**, the following constructions are used:

نستعمل مع صيغة التفضيل هذه التراكيب:

* the + superlative degree (+ N. اسم) + of ....
* the + superlative degree (+ N. اسم) + in ....

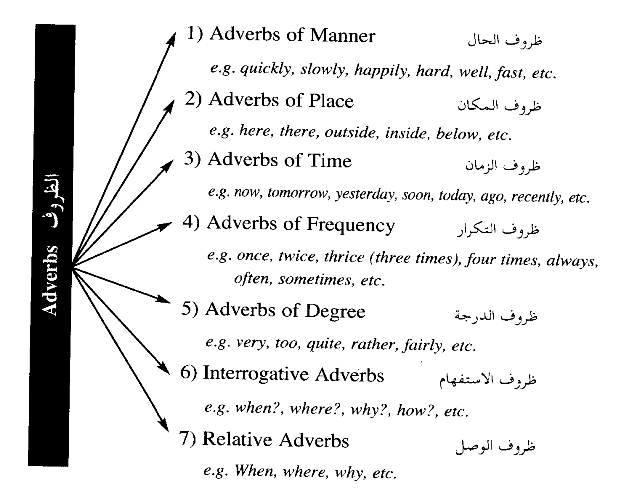
*e.g. Layla is **the prettiest of** them all.*
*Tom is **the cleverest boy in** the class.*
*The Nile is **the longest river in** the world.*

An adverb is a word that modifies the meaning of a verb, an adjective or another adverb.

الظرف هو كلمة تصف فعلاً أو صفةً أو ظرفاً آخر.

■ Types of Adverbs ■ أنواع الظروف

There are seven kinds of adverbs: توجد سبعة أنواع من الظروف



Note: Most Adverbs of Manner end in '**-ly**'.

لاحظ أن معظم ظروف الحال تنتهي بـ (-ly)

■ The Derivation of Adverbs from Adjectives

■ اشتقاق الظروف من الصفات

A) Adverbs of Manner are usually formed by adding **'-ly'** to the adjective.

تشتق ظروف الحال بإضافة (**-ly**) للصفة.

Adjective	**صفة**		**Adverb**	**ظرف**
Slow	بطيء	⟶	slowly	ببطء
Bad	رديء	⟶	badly	بطريقة رديئة
Brave	شجاع	⟶	bravely	بشجاعة

B) Some Adverbs of Degree are formed in the same way.

تشتق بعض ظروف الدرجة بالطريقة أعلاه نفسها.

Adjective	**صفة**		**Adverb**	**ظرف**
Extreme	متطرف	⟶	extremely	بطريقة متطرفة
Remarkable	مميز	⟶	remarkably	بطريقة مميزة

Note: Adjectives ending in (-ly) have no adverbs. We use either a similar adverb or an adverbial phrase instead.

لاحظ أن الصفات المنتهية بـ (-ly) ليس لها صيغة ظرف، لذا نستعمل إما ظرفاً مشابهاً أو عبارة ظرفية لحل مثل هذه المشكلة.

e.g. friendly, lovely, likely, lowly, etc.

Adjective	**صفة**		**Adverb**	**ظرف**
Like**ly**	محتمل	⟶	probably	من المحتمل
Friend**ly**	ودود	⟶	in a friendly way	بطريقة ودية

C) We often find that the adjective and the adverb have the same form.

غالباً ما نجد صفات وظروفاً ذات شكل واحد.

Adjective	**صفة**		**Adverb**	**ظرف**
Fast	سريع	⟶	fast	بسرعة
Hard	صعب	⟶	hard	بصعوبة

Straight مستقيم ——→ straight باستقامة
Low منخفض ——→ low /lowly بانخفاض

*e.g. That is a **fast** train.* (*adj.* صفة)
*The train goes very **fast**.* (*adv.* ظرف)
*Just lie **low** for the moment.* (*adv.* ظرف)

Note: The word 'lowly' is an adjective though it ends in '-ly'.
لاحظ أن كلمة (lowly) صفة على الرغم من أنها تنتهي بـ (-ly).

*e.g. Do not ask me, I am just a **lowly** cleaner.* (*adj.* صفة)

Note: 'Hardly' is an adverb, indicating negation.
لاحظ أن كلمة (hardly) ظرف وليس صفة، لكنها تشير للنفي.

*e.g. I can **hardly** see the mark.* (*adv.* ظرف)

■ The Position of Adverbs ■ موقع الظرف

A) Adverbs of **Manner** and Adverbs of **Place** follow the direct object (if there is one), or after the verb.

يقع ظرف الحال والمكان بعد المفعول به المباشر (إن وجد) وإلا بعد الفعل.

*e.g. He spoke English **well**.* (ظرف حال بعد مفعول به مباشر)
*She painted the picture **here**.* (ظرف مكان بعد مفعول به مباشر)
*Sue walked **quickly**.* (ظرف حال بعد الفعل)

B) Adverbs of **Frequency** usually precede the main verb and follow the auxiliary verb.

* تقع عادةً ظروف التكرار قبل الفعل الرئيس وبعد الفعل المساعد.

*e.g. I **always** do my homework after school.*
*She has **often** done that.*
*Peter is **never** at home.*
*Mona **sometimes** reads the newspaper in the morning.*

C) Adverbs of **Definite** Time such as (**yesterday, today, tomorrow,** etc.) are usually placed at the end of a sentence or at the beginning of it if we wish to emphasise the time.

تقع ظروف الزمن المحدد عادة في نهاية الجملة إلا إذا أردنا توكيد الزمن فيمكن وضعها في البداية.

*e.g. I went to Ali's house **yesterday**.*

***Yesterday**, I went to Ali's house.*

> Note: If Adverbs of Time, Place and Manner are used together, they will be in the following order:
> **Adverb of Manner + Adverb of Place + Adverb of Time.**
> **لاحظ أنه عند استعمال ظرف الحال وظرف المكان وظرف الزمان معاً في جملة واحدة، فعلينا أن نتبع هذا الترتيب: ظرف الحال + ظرف المكان + ظرف الزمان.**

e.g. My friend drove quickly to school yesterday.

Manner حال + *place* مكان + *time* زمان

e.g. He sat silently in the kitchen all evening.

Manner حال + *place* مكان + *time* زمان

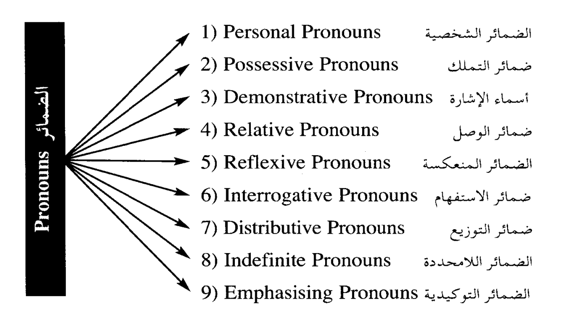
Lesson Eleven: Pronouns الضمائر

A pronoun is a word that stands in place of a noun.

الضمير هو الكلمة التي تحل محل الاسم.

There are nine types of pronoun in English:

توجد تسعة أنواع من الضمائر في اللغة الانجليزية:



1) Personal & Possessive Pronouns الضمائر الشخصية وضمائر التملك ■

Personal pronouns can be in the nominative, objective or possessive form.

تكون الضمائر الشخصية بحالة الفاعل أو المفعول به والتملك.

Nom. Pro. الفاعل	Obj. Pro. المفعول به	Poss. Adj. صفات التملك	Poss. Pro. ضمائر التملك
I	Me	My	Mine
He	Him	His	His
She	Her	Her	Hers
It	It	Its	----
We	Us	Our	Ours
You	You	Your	Yours
They	Them	Their	Theirs

2) Demonstrative Pronouns ■ أسماء الإشارة

- '**this** and **that**' for singular
- '**these** and **those**' for plural
- '**the former, the latter** and **such**'

> Note: **'The former'** is used for the first of two and **'the latter'** is used for the second of two.
> لاحظ أنه (**the former**) تستعمل للأول من اثنين، في حين (**the latter**) تستعمل للثاني (الأخير) من اثنين.

e.g. Shakespeare and Goethe are two great writers: the former is an English man, the latter is German.

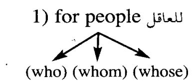
> Note: 'Such' is used to mean 'so great' or 'of that kind'.
> لاحظ أنه (**such**) تستعمل كمسند إليه بمعنى (**so great**) أو (**of that kind**).

e.g. ***Such*** *is the state of man.*

He told me to go to ***such*** *and* ***such*** *a place at* ***such*** *and* ***such*** *a time.*

3) Relative Pronouns ■ ضمائر الوصل

1) for people للعاقل



(who) (whom) (whose)

2) for animals and things لغير العاقل

(which) (that)

Filling the Blanks with ملء الفراغ بـ

A) Who/ Whom/ Whose

- person شخص عاقل + who + verb فعل
- person شخص عاقل + whom + [pronoun ضمير / name of a person اسم شخص]
- person شخص عاقل + whose + name of a thing اسم شيء

*e.g. The man **who** wrote this poem is not here.* فعل + who + شخص عاقل

*The man **whom** Layla visited is famous.* اسم شخص + whom + شخص عاقل

*The man **whom** you want has just left.* ضمير + whom + شخص عاقل

*The girl, **whose** bag was lost, is Layla.* اسم شيء + whose + اسم شيء

B) Which/ That

* **'That'** is used as follows: نستعمل (that) كالآتي :

- after ordinal numbers بعد الأرقام الترتيبية

  *e.g. The first book **that** I read is Al-Qur'an.*

- after superlative degrees. بعد صيغة التفضيل

  *e.g. This is the most stupid thing **that** I have ever seen.*

* **'Which'** is used in other positions and after prepositions.

نستعمل (which) في الحالات الأخرى وبعد حروف الجر .

*e.g. The book, **which** you bought last week, is useful.*

*Here is the story of **which** I told you.*

> Note: If nouns preceding the relative clause are combination of both animate and inanimate, **'that'** should be used.
> **لاحظ إذا كان الاسم الذي يسبق جملة الوصل مكوناً من عاقل وغير عاقل، فإنه يجب استعمال (that) .**

*e.g. He spoke highly of the teacher and school **that** educated him.*

the teacher ↓ عاقل — school ↓ غير عاقل

Joining Sentences by Using Relative Pronouns ربط جملتين بضمائر الوصل

e.g. The girl is my sister's friend. She works in the bank.

The girl who works in the bank is my sister's friend.

(1) (2) (3) (4)

١) نعين الاسم في الجملة الأولى لمعرفة كونه عاقلاً أم غير عاقل.
٢) نعين الضمير العائد له في الجملة الثانية ونحذفه.
٣) نعتبر النقطة أو علامة الاستفهام فراغاً ونملاه حسب طريقة ملء الفراغ.
٤) عند وجود تكملة بعد الاسم في الجملة الأولى يجب تأخيرها إلى نهاية الحل.

e.g. The man left last week. You are talking about ~~him~~.
*The man **whom** you are talking about left last week.*
e.g. The woman is my aunt. ~~Her~~ car has recently been broken.
*The woman **whose** car has been recently broken is my aunt.*
e.g. The glass hasn't been washed. You are drinking out of ~~it~~.
*The glass, **which** you are drinking out of, hasn't been washed.*
e.g. The first magazine is very interesting. You lent me ~~it~~.
*The fist magazine **that** you lent me is very interesting.*
e.g. Where is the man? ~~He~~ sold me these sunglasses.
*Where is the man **who** sold me these sunglasses?*

Note: If the relative clause ends with a preposition, the preposition can be placed at the beginning or the end of the relative clause.
لاحظ إذا كانت الجملة الوصلية تنتهي بحرف جر، فإنه يجوز تقديم حرف الجر ووضعه في بداية جملة الوصل.

e.g. The picture has been sold. You were talking about ~~it~~.
*The picture, **which** you were talking about, has been sold.*
The picture about which you were talking has been sold.

4) Reflexive Pronouns ■ الضمائر المنعكسة

Singular مفرد	Plural جمع
Myself	Ourselves
Himself	Themselves
Herself	yourselves
itself	

Note: The subject and object of the sentence are the same person because the action performed by the doer passes back to him.
لاحظ أن الفاعل والمفعول به في الجملة يكون شخصاً واحداً لأن الحدث الذي يقوم به الفاعل يرتد (يعود ثانية) إليه.

*e.g. He hurts **himself**.*

Compare the following sentences:

*e.g. He hurts **himself**.* (*Reflexive pronoun* ضمير منعكس)

*He **himself** hurts the dog.* (*Emphasizing pronoun* ضمير توكيد)

5) Interrogative Pronouns ■ ضمائر الاستفهام

They are **'who'**, **'whose'**, **'which'** and **'what'**; they are used to ask questions. وهي تستعمل لتكوين السؤال.

Note: **'Who'** and **'whose'** are used for people.
لاحظ أن الأداتين (**who** و **whose**) تستعملان للعاقل.

*e.g. **Who** are you?*

*e.g. **Whose** is this book?*

Note: **'which'** is selective; it can be used for people and things when referring to one or more of a group.
لاحظ أن (**which**) هي أداة اختيارية، إذ يمكن أن تستعمل للأشخاص أو الأشياء على حد سواء عندما يكون الاختيار واحداً أو أكثر.

*e.g. **Which** of these words is the right one for us?*

***Which** of these men did you see?*

Note: **'What'** is general in meaning.
لاحظ أن الأداة (**what**) هي أداة ذات معنى عام وليس اختيارية.

*e.g. **What** did he say?*

***What** are you doing?*

6) Distributive Pronouns ■ ضمائر التوزيع

They are **'each', 'every', 'either'** and **'neither'**.
They are similar to the distributive adjectives. The difference is, when they stand instead of a noun, they are pronouns, but when they qualify a noun, they become adjectives.

إنها مشابهة لصفات التوزيع، فالإختلاف بينهما هو إنها عندما تقوم مقام الاسم فهي ضمائر، أما عندما تصف الاسم فهي صفات.

e.g. ***Each*** *of the men received a reward.* (*pronoun* ضمير)

<u>***Each***</u> <u>*man*</u> *received a reward.* (*adjective* صفة)

Note: **'Each'** and **'every'** both mean **'all'**. 'Each' is used for one of two, whether adjectives or pronouns.
لاحظ أن (each) و(every) كليهما يعنيان (all). وأن (each) تستعمل لواحد من اثنين، سواء صفات أم ضمائر.

<u>Each Other & One Another</u>

'Each other' and **'one another'** are used after transitive verbs to express reciprocal behaviour, i.e. a mutual feeling or action.

تستعمل (each other & one another) بعد الأفعال المتعدية للتعبير عن أحداث تبادلية، أي شعور مشترك.

Note: With 'each other', there are two persons concerned, whereas with 'one another', more than two people are concerned.
لاحظ أن (each other) تستعمل إذا كان هنالك شخصان، في حين تستعمل (one another) إذا كان هناك أكثر من شخصين.

*e.g. The <u>two</u> brothers love **each other**.*

*Little children love **one another**.*

Either & Neither

* '**Either**' means "any one of two" nouns.

* تعني (**either**) « أي واحد من اثنين » سواء أشخاص أم أشياء.

e.g. I will take either. *(It doesn't matter which)*

* '**Neither**' means "not either"

> Note: '**Neither**' = '**not either**', i.e. '**neither**' is used with an affirmative verb, whereas '**either**' is used with a negative verb.
> لاحظ أن (**neither**) تستعمل مع الفعل المثبت، في حين تستعمل (**either**) مع الفعل المنفي.

*e.g. I like **neither**.*
*I do<u>n't</u> like **either**.* } *Both negative* كلاهما منفيان

> Note: '**Neither**' is preferred at the beginning of a sentence; it can also be used alone as a negative answer to a question.
> لاحظ أن الأداة (**neither**) تفضل في بداية الجمل، كما يمكن استعمالها لوحدها كجواب نفي لسؤال.

*e.g. **Neither** of them knows the answer.*
*Which did you buy? **Neither**.*

> Note: All distributive pronouns take a singular verb.
> لاحظ أن جميع ضمائر التوزيع تأخذ فعلاً مفرداً.

*e.g. **Neither** parent <u>cares</u> what happens to the child.*

7) Indefinite Pronouns ■ الضمائر اللامحددة

They are 'all', 'some', 'any', 'one', 'nobody', 'somebody', 'something', etc.; they refer to people or things in general.

تشير الضمائر اللامحددة إلى الأشخاص والأشياء بصورة عامة من دون تحديد أي شخص أو أي شيء.

Note: **'All'**, **'some'**, **'any'** and **'one'** can be used as adjectives.
لاحظ أن (**all/ some/ any/ one**) يمكن استعمالها كصفة.

*e.g. Yesterday, two pupils were absent; today **all** are absent.* (Pro. ضمير)
***All** students are present.* (Adj. صفة)
***Some** are born great.* (Pro. ضمير)
***Some** men are born great.* (Adj. صفة)
*Did you meet many people? I didn't meet **any**.* (Pro. ضمير)
*I haven't **any** time for relaxing.* (Adj. صفة)
***One** can't always be sure what is the best thing to do.* (Pro. ضمير)
*I must have seen him at **some** time or another.* (Adj. صفة)

Note: If an indefinite pronoun is followed by a noun, it becomes an adjective.
لاحظ أنه إذا جاء بعد الضمائر اللامحددة اسم، فإنها عندئذ صفات وليس ضمائر.

8) Emphasising Pronouns ■ ضمائر التوكيد

* They are 'myself', 'himself', 'herself', 'itself', 'yourself', 'ourselves', 'themselves' and 'yourselves'. They can be used to emphasise a noun or pronoun.
* تستعمل ضمائر التوكيد لتوكيد اسم أو ضمير.

*e.g. The king **himself** gave her the medal.*
*Ann **herself** opened the door.*
*OR: Ann opened the door **herself**.*
*Ali went **himself**.* (*after an intransitive verb* بعد فعل لازم)
*OR: Ali went to London **himself**.* (*after a preposition + noun* بعد حرف جر+ اسم)

Note: The emphasising pronoun should be placed immediately after the noun or the pronoun it emphasises.
علينا وضع ضمير التوكيد بعد الاسم أو الضمير الذي يؤكده.

*e.g. I saw Tom **himself**.*
*I **myself** saw Tom.*

Lesson Twelve: Prepositions حروف الجر

A preposition is a word which is used with a noun or pronoun to show its relation to some other words in the sentence.

حرف الجر هو كلمة تستعمل مع الاسم أو الضمير لتظهر علاقته ببعض الكلمات في الجملة.

*e.g. He spoke **to** me.*

*I looked **through** the window.*

> Note: A preposition always governs a noun or a pronoun in the objective case.
>
> لاحظ أن حروف الجر دائماً تحكم الاسم أو الضمير في حالة المفعول به.

*e.g. She laughed **at** <u>him</u>.* *(not he)*

"By"

by means of بواسطة	by hook بالعصا	to be seized by يحجز
by crook بالصولجان	by train بالقطار	by boat بالقارب
by night في الليل	by day في النهار	by the way بالمناسبة
by chance بالصدفة	by accident بالصدفة	by permission of برخصة من
by land براً	by sea بحراً	by heart عن ظهر قلب
step by step تدريجياً	one by one حسب الدور	day by day يوم بعد يوم

"With"

to fill with يملأ بـ	be angry with يغضب على	be annoyed with ينزعج من
be disguised with يشمئز من	to agree with يتفق مع	to disagree with لا يتفق مع
to quarrel with يتشاجر مع	to discuss with يتناقش مع	with pleasure بكل سرور
with black hair بشعر أسود	to compare with قارن مع	to provide with يزود بـ
to fight with يتقاتل مع	in accordance with طبقاً لـ	to cover with يغطي بـ
what is the matter with مابك	to deal with يتعامل مع	to comply with يلتزم بـ
to charge with يتهم بـ	to shiver with يرتعش من	

Note: All means of transportation are preceded by '**by**' except '**bicycle**', '**horse**' and '**foot**', which are preceded by '**on**'.
لاحظ أن حرف الجر (**by**) يستعمل قبل جميع وسائل النقل ما عدا (**bicycle/ horse/ foot**) حيث أنها تسبق بـ (**on**).

e.g. I came ***by*** *bus/ taxi/ lorry/ ship/ train/plane, etc.*

I came ***on*** *horseback/ foot.*

I came ***by*** *bicycle (OR: I came* ***on*** *my bicycle).*

Note: '**Fill**' is followed by '**with**', but '**full**' is followed by '**of**'.
لاحظ أن (**fill**) تتبع بـ (**with**) لكن (**full**) تتبع بـ (**of**).

e.g. His eyes are ***filled*** *with tears.*

The flat is ***full*** *of furniture.*

Note: '**compare to**' is used for comparing similar things, whereas '**compare with**' is used for comparing dissimilar things.
لاحظ أن (**compare to**) تستعمل للمقارنة بين الأشياء المتشابه، في حين (**compare with**) تستعمل للأشياء المختلفة.

Exercise 9

Fill in the blanks with '**by**' or '**with**'

1) He grabbed the boy .... the ear.
2) She quarreled .... her husband.
3) He did it .... himself.
4) I shall go .... pleasure.
5) The door was opened .... my father.
6) My friend goes to school .... bus.

"At"

at a speed بسرعة	at a price بسعر	at home في البيت
at least على الأقل	at any rate على أي حال	at a rate بمعدل
at once حالاً	at last أخيراً	at first أولاً
at the end في النهاية	at the beginning في البداية	be surprised at مندهش من

at noon ظهراً	at dawn فجراً	at night ليلاً
at dusk عند الغسق	at sunset عند الغروب	at sunrise عند الشروق
to jeer at يسخر من	to mock at يهزأ بـ	to laugh at يضحك على
at breakfast عند الفطور	at dinner عند العشاء	at lunch عند الغداء
at Christmas في عيد رأس السنة	to throw at يرمي على	at full speed بأقصى سرعة
to shout at يصرخ في	at peace في السلام	at war في الحرب
at midnight في منتصف الليل	bad at سيء في	be good at جيد في
to rejoice at يفرح لـ	to aim at يهدف إلى	

> Note: We say '**good/ bad/ quick/ slow**' **at**, but '**weak in**' and '**strong on**'.
> **لاحظ ان هذه الصفات (good/ bad/ quick/ slow) تتبع بـ (at) في حين (week) تتبع بـ (in) و(strong) تتبع بـ (on).**

eg. The Prime Minister is <u>*strong*</u> ***on*** *defence.*

He is <u>*slow*</u> ***at*** *completing his tasks*

> Note: '**At**' is used before hours.
> لاحظ أن حرف الجر (at) يستعمل قبل الساعات.

e.g. I arrived at the party ***at*** <u>*ten o'clock*</u>.

> Note: The verbs '**throw**' and '**shout**' could be followed by '**at**' or '**to**'.
> **لاحظ أنه بعد الفعلين (throw/ shout) قد يأتي حرف الجر (at) أو (to).**

e.g. He <u>*threw*</u> *the key* ***to*** *me.* (بقصد المناولة)

He <u>*threw*</u> *the stone* ***at*** *me.* (بقصد الأذى)

My mother <u>*shouted*</u> ***to*** *me to switch the dishwasher off.* (بقصد المناداة)

My mother <u>*shouted*</u> ***at*** *me because I had broken the glass.* (بقصد التوبيخ)

"In"

in ink بالحبر	in debt مدين	in general عموماً
in sight of على مرأى من	in a range بغيظ	in pencil بقلم الرصاص
in the evening في المساء	in terror مرعوب	in fear of خوفاً
in an hour's time بعد ساعة	to believe in يعتقد بـ	in the morning في الصباح

be interested in مهتم بـ	in a style على طراز	in (good/bad) health بصحة
in the event في حالة	in case في حالة	to fall in love with يحب
in a fury بغضب شديد	in vain عبثاً	

Note: The preposition 'in' is also used before languages, years months and big cities.
لاحظ أن حرف الجر (in) يستعمل أيضاً قبل اللغات والسنوات والأشهر وأسماء المدن الكبيرة.

*e.g. I was born **in** 1980.* (*In + year* سنة)
*She will write her memoirs **in** French.* (*In + language* لغة)
*My sister will arrive **in** April.* (*In + month* شهر)
*Does your friend live **in** London?* (*In + big city* مدينة كبيرة)

Exercise 10

Fill in the blanks with '**at**' or '**in**'

1) They laughed .... their friends.
2) .... case you don't know, I will tell you.
3) The house was built .... an Arabian style.
4) He fell .... love with Jessica.
5) He stayed .... home.
6) .... May, I shall visit my family.
7) She is interested .... law.
8) My father likes reading .... the evening.

"On & Upon"

to depend on يعتمد على	on deck على ظهر السفينة	on condition that بشرط
to insist on يصر على	on purpose بقصد	to rely on يعتمد على
on the left على اليسار	on the right على اليمين	on holiday في عطلة
to avenge on ينتقم	to take revenge on ينتقم من	on duty في الواجب
to have mercy on يرحم	to congratulate on يهنئ على	on trial عند الاختبار
to switch on يشغل	on the contrary على النقيض	once upon a time كان يا ما كان
later on فيما بعد	to put on يلبس	to turn on يشغل

Note: The preposition '**on**' is also used before a specific day.
لاحظ أن حرف الجر (on) يستعمل أيضاً قبل الأيام.

*e.g. I have an appointment with my doctor **on** Monday.*

***On** April 1st, my friend will come to visit me.*

Note: We say '**on the contrary**' or '**by contrast**' to convey the same meaning.
لاحظ أن هاتين الأداتين (by contrast) و(on the contrary) بمعنى واحد هو «على النقيض».

"Of"

be afraid of خائف من	be full of مملوء بـ	to die of يموت بسبب
to consist of يتألف من	be accused of متهم بـ	be tired of متعب من
be fond of مولع بـ	to suspect of يشك بـ	in need of بحاجة لـ
be sure of متأكد من	be made up of يتكون من	be made of مصنوع من
to hear of يسمع عن	in spite of على الرغم من	to inform one of يبلغ عن
to cure one of يشفي من	be aware of مطلع على	

Note: The preposition '**of**' is also used between two nouns - the equivalent of the *Idafa* construction in Arabic.
لاحظ أن حرف الجر (of) يستعمل في اللغة الانجليزية ليقابل المضاف والمضاف إليه في اللغة العربية.

e.g. the house of the man بيت الرجل

the discovery of oil اكتشاف النفط

the necessity of water ضرورة الماء

the queen of England ملكة بريطانيا

the staff of the company موظفو الشركة

Note: If the first noun in the *of*-structure is undefined, it is not equivalent of the *Idafa* construction in Arabic.
لاحظ أنه إذا كانت الكلمة الأولى التي تسبق (of) غير معرفة، فإن التركيب لا يقابل المضاف والمضاف إليه.

e.g. a piece of cake قطعة من الكيك

a cup of coffee قدح من القهوة

a slice of cheese شريحة من الجبن

a glass of water كأس من الماء

> Note: The verb '**consist**' is followed by '**of**', whereas '**constitute**' takes no preposition although they are synonymous.
> **لاحظ الفعل (consist) يتبع بـ (of) في حين الفعل (constitute) لا يأخذ حرف جر، وكلاهما بمعنى «يتألف من».**

*e.g. It <u>consists</u> **of** three parts.*

It <u>constitutes</u> three parts.

Exercise 11

Fill in the blanks with '**on (upon)**' or '**of**'.

1) Shylock decided to take revenge .... Antonio.
2) He came .... foot.
3) My neighbour died .... asthma.
4) She went out .... the room.
5) The house consists .... four rooms.
6) Can you switch the TV .... ?

"For"

be sorry for متأسف على	to search for يبحث عن	forever للأبد
to ask for يطلب	for nothing بلا سبب	be famous for مشهور بـ
to look for يبحث عن	to blame for يلوم على	be remarkable for استثنائي
to wait for ينتظر	liable for مسؤول عن	be responsible for مسؤول عن
to leave for يغادر	depart for يغادر إلى	to set out for ينطلق إلى مكان
to prepare for يهيئ لـ	punish for يعاقب لـ	be ready for مستعد لـ
to apologise for يعتذر عن	to yearn for يشتاق إلى	to long for يشتاق إلى
to call for يطلب	to beg for يلتمس	demand for الطلب على
to look for يبحث عن	to have respect for يحترم لأجل	

> Note: We apologise '**to**' somebody '**for**' something.
> لاحظ أن (**apologise to**) تسبق الأشخاص، أما (**apologise for**) فإنها تسبق الأشياء.

*e.g. She **apologised** to me for her mistake.*

> Note: '**Search**' and '**look**' are followed by '**for**', but '**seek**' takes no preposition although they are synonymous.
> لاحظ أن الفعلين (**search/ look**) يتبعان بـ (**for**) لكن (**seek**) لا تأخذ حرف جر على الرغم من أنها مرادفات.

*e.g. She is searching (looking) **for** a job.*

She is seeking a job.

> Note: The preposition '**for**' is also used after certain adjectives and adverbs. لاحظ أن حرف الجر (**for**) يستعمل أيضاً بعد صفات وظروف معينة.

*e.g. it is good **for** ....*

*it is lucky **for** ....*

*it is better **for** ....*

*it is bad **for** ....*

> Note: The preposition '**for**' is also used with words expressing money or price. لاحظ أن حرف الجر (**for**) يستعمل أيضاً مع النقود والأسعار.

*e.g. I bought it **for** 5 pounds.*

***For** how much did you sell it?*

"To"

listen to يصغي إلى	with respect to فيما يتعلق بـ	with regard to فيما يتعلق بـ
be similar to مشابه لـ	to contribute to يساهم في	to belong to يعود إلى
according to طبقاً لـ	to set fire to يشعل	from... to من ... إلى
to get married to تزوج من	owing to (due to) بسبب	corresponding to موافق لـ
be subject to يخضع إلى	used to (كان) معتاد على	close to بالقرب من
to refer to يشير إلى	to conform to يلتزم بـ	to apply to يطبق على
to object to يعترض على	to resort to يلجأ إلى	to expose to يعرض لـ
be equivalent to يقابل	be equal to مساوٍ لـ	to adhere to يتقيد بـ

Note: We say '**with respect to**' but '**in respect of**' to convey the same meaning.
لاحظ أن (**in respect of**) و(**with respect to**) بالمعنى نفسه وهو (فيما يتعلق بـ).

Note: The preposition '**to**' is also used after the verbs '**go**', '**walk**', '**move**', '**fly**', '**travel**', '**run**', etc. to express motion towards a certain point.
لاحظ أن (**to**) تستعمل أيضاً بعد هذه الأفعال (**run/ travel/ fly/ move/ walk/ go** الخ)
لتعبر عن حركة باتجاه نقطة ما.

*e.g. He <u>went</u> **to** London.*

*My father will <u>travel</u> **to** Egypt tomorrow.*

Note: We say '**conform to**' but '**comply with**' to convey the same meaning.
لاحظ أن (**conform to**) و(**comply with**) بالمعنى نفسه وهو (يلتزم بـ).

Note: The preposition '**to**' is also used with the verbs, '**give**' and '**speak**'.
لاحظ ان حرف الجر (**to**) يستعمل مع هذه الأفعال (**give/ speak**).

*e.g. My teacher <u>gave</u> it **to** me.*

*She <u>spoke</u> **to** her mother yesterday.*

Note: The preposition '**to**' is also used in comparison after '**superior**', '**inferior**', '**junior**', '**senior**', '**anterior**' and '**posterior**' instead of '**than**'.
لاحظ أن (**to**) تستعمل في المقارنة بعد (**/junior /senior /anterior /posterior**
superior /inferior) بدلاً من (**than**).

*e.g. She is <u>senior</u> **to** me.*

Exercise 12

Fill in the blanks with '**for**' or '**to**'

1) A husband is responsible .... his wife's debts.
2) She bought that hat .... me.
3) Ali's mother has not seen him .... a month.

4) It is close .... the mosque.
5) Chinese is written from top .... bottom.
6) I feel sorry .... the poor man.
7) I've been waiting .... you .... an hour.
8) Your car is similar .... mine.

"From"

to flee from يفر من	to free from يحرر من	to prevent from يمنع من
to deprive from يحرم من	to suffer from يعاني من	to escape from يفر من
to save from ينقذ من	to come from يأتي من	to defend from يحمى من
from... to ... من.... إلى...	away from بعيد عن	be far from بعيد عن
from my point of view من وجهة نظري		

> Note: **'Free from'** and **'deprive from'** are common mistakes, so **'free of'** and **'deprive of'** are more accurate.
> **لاحـــظ أن كل من (free from) و(deprive from) هي أخطاء شائعـــة، والصحيـــح هـــو (free of) (deprive of).**

"Off"

to pay off يوفي	to put off يؤجل	to take off يخلع
to get off ينزل / يخلع	to switch off يطفئ(جهازاً)	to turn off يطفئ (جهازاً)
to show off يتباهى	to see off يودع	to let off يطلق سراح

Exercise 13

Fill in the blanks with '**from**', '**of**' or '**off**'

1) It is made .... leather.
2) What country do you come .... ?
3) I'll take .... my clothes.
4) Can you turn .... the tap?
5) The children have been deprived .... education.
6) I am suffering .... heartburn.
7) She prevented me .... doing it.

Lesson Thirteen: Verbs الأفعال

A verb is a word reflecting an action or a state.

الفعل هو كلمة تجسد حدثاً أو حالة.

*e.g. I **hit** the ball.* (*action* حدث)

*He **is** asleep.* (*state* حالة)

■ The Subject & The Predicate ■ الفاعل والتكملة

The person or thing about which we make the assertion is called the **subject** of the verb, and what we say (or *predicate*) about the subject is called the **predicate**.

يسمى الشخص أو الشيء الذي يكون حوله التاكيد فاعلاً للفعل ويسمى ما نقوله عن الفاعل تكملة.

Note: A prèdicate must contain a verb.
لاحظ أن التكملة يجب أن تضم فعلاً.

The Subject الفاعل	The Predicate التكملة
• The clouds	move across the sky.
• Pasteur	was a great scientist.
• That you were there	pleased me.
• (You)	Open the door.

Note: The verb agrees with its subject in number and person.
يتوافق الفعل مع الفاعل من حيث المفرد والجمع.

*e.g. **I** am // **he** is // **they** are// **we** are // **Peter** is // **Tom** and **Sue** are, etc.*

Note: Two or more subjects joined by 'and' take the plural verb.
لاحظ إذا رُبط فاعلان أو أكثر بـ (and)، فإن الفعل يكون في صيغة الجمع.

*e.g. <u>The boy</u> **and** <u>his cat</u> **are** here.*

*BUT <u>The boy</u> **with** <u>his cat</u> **is** here.*

Note: A singular subject joined by **'either ... or'** or **'neither ... nor'** takes a singular verb.
لاحظ ان الفاعل المفرد المربوط بـ (either ...or) أو (neither...nor) يأخذ فعلاً بصيغة المفرد.

e.g. ***Either** an apple **or** an orange **is** my preference.*

***Neither** Ali **nor** Zeki **has** come.*

■ Transitive & Intransitive Verbs ■ الأفعال اللازمة والمتعدية

* When the action passes over from a subject to an object, the verb is called a **transitive verb**.

عندما يُتبع الفعل بمفعول به يسمى فعلاً متعدياً.

e.g. ***I bought** a pair of trousers.*

* When the action does not move beyond the person or object performing it, the verb is called an intransitive verb.

عندما لا يتعدى الحدث من الفاعل إلى المفعول به، فيسمى الفعل لازماً.

e.g. The child cries.

The sun rose.

Note: Sometimes the same verb is used transitively or intransitively.
لاحظ قد يستعمل الفعل نفسه مرة متعدياً ومرة لازماً.

Intransitive Verb فعل لازم	Transitive Verb فعل متعد
• The bell rings.	He rings the bell.
• The door opened.	He opened the door.

■ Strong & Weak Verbs ■ الأفعال الضعيفة والقوية

* A weak verb forms its past tense and past participle by either remaining unchanged or by adding **'-d'**, **'-ed'**, or **'-t'** to the present.

الفعل الضعيف هو فعل يكوّن صيغة ماضيه وتصريفه الثالث بإضافة (**-d/ -ed/ -t**) أو يبقى بدون تغيير.

Present مضارع	Past ماضي	Past Participle التصريف الثالث
Dance يرقص	danced	danced
Walk يمشي	walked	walked
Learn يتعلم	learnt	learnt
Cut يقطع	cut	cut

* A strong verb (an irregular verb) forms its past tense and past participle by chenching the vowel.

الفعل القوي (الشاذ) هو فعل يتكون ماضيه وتصريفه الثالث بتغير حرف العلة.

Present مضارع	Past ماضي	Past Participle التصريف الثالث
Speak يتكلم	spoke	spoken
Know يعرف	knew	known
Drink يشرب	drank	drunk

■ Regular Verbs ■ الأفعال القياسية

A) When a verb ends in '**-e**', only '**-d**' is added.

أ) عندما ينتهي الفعل بـ (**e**)، فإننا نضيف (**d-**)فقط.

e.g. change يتغير ⟶ *changed* ⟶ *changed*
decide يقرر ⟶ *decided* ⟶ *decided*

B) When a one-syllable verb ends in a single consonant except '**c, w, x, y,** or **en**' preceded by a single vowel, the final consonant is doubled and '**-ed**' is added.

ب) عندما ينتهي الفعل - المكون من مقطع واحد - بحرف صحيح واحد عدا (**c/ w/ x/ y/ en**)، فإننا نضعف الحرف الصحيح الأخير ثم نضيف (**ed-**) له.

e.g. plan يخطط	*planned*	*planned*
stop يقف	*stopped*	*stopped*
shop يتسوق	*shopped*	*shopped*

> Note: '**-k**' is added before the suffix '**-ed**' to c-ending verbs to maintain the pronunciation intact.
> **لاحظ أننا نضيف (-k) قبل الـ (-ed) للأفعال المنتهية بـ (-c) للمحافظة على اللفظ.**

e.g. picnic يتنزه ⟶ *picnicked* ⟶ *picnicked*
panic يرعب ⟶ *panicked* ⟶ *panicked*

C) When a verb of more than one-syllable ends in a single consonant preceded by a single vowel, the final consonant is doubled when the final syllable is stressed.

ج) عندما يكون الفعل مكوناً من أكثر من مقطع ويكون منتهياً بحرف صحيح واحد ومسبوقاً بحرف علة واحد، فإننا نضعف الحرف الصحيح ثم نضيف (-ed) إذا كان التشديد على المقطع الثاني.

e.g. omit يحذف ⟶ *omitted* ⟶ *omitted*
occur يقع/ يحدث ⟶ *occurred* ⟶ *occurred*

> Note: The final consonant is not doubled when the final syllable is unstressed.
> **لاحظ أنه لا يضعف الحرف الصحيح الأخير إن لم يكن المقطع الأخير مشدداً.**

e.g. visit يزور ⟶ *visited* ⟶ *visited*
listen يصغي ⟶ *listened* ⟶ *listened*

D) When the simple form of the verb ends in '**-y**' preceded by a consonant, the '**-y**' is changed into '**i**' and '**-ed**' is added.

د) عندما ينهي الفعل بـ (y) غير مسبوق بحرف صحيح، فإنه يجب قلب الـ (-y) إلى (i) ثم نضيف (-ed).

e.g. try يحاول ⟶ *tried* ⟶ *tried*
study يدرس ⟶ *studied* ⟶ *studied*

E) All other regular past tenses and past participles are formed by adding '**-ed**' to the simple form.

هـ) يضاف (-ed) لكل أشكال الماضي والتصريف الثالث القياسية.

e.g. look ينظر →	*looked* →	*looked*
talk يتكلم →	*talked* →	*talked*
stay يبقى →	*stayed* →	*stayed*

■ Irregular Verbs ■ الأفعال الشاذة

A) Unchanged Verbs ● أفعال لا تتغير

bet يراهن	bet	bet	cost يكلف	cost	cost
cut يقطع	cut	cut	put يضع	put	put
shut يغلق	shut	shut	let يسمح	let	let
set ينصب	set	set	shed يسكب	shed	shed
spread ينتشر	spread	spread	burst ينفجر	burst	burst
wet يبلل	wet	wet	hurt يؤذي	hurt	hurt
rid يخلص	rid	rid			

B) Final Consonant Change Only ● تغير الحرف الصحيح الأخير فقط

bend يتخلى	bent	bent	spend يصرف	spent	spent
build يبني	built	built	lend يقرض	lent	lent
send يرسل	sent	sent			

C) Vowel & Consonant Change ● تغير حرف العلة والحرف الصحيح

bring يجلب	brought	brought	seek يبحث	sought	sought
buy يشتري	bought	bought	teach يعلم	taught	taught
catch يمسك	caught	caught	think يفكر	thought	thought
fight يقاتل	fought	fought			

E) Other Verbs ● أفعال أخرى

awake يستيقظ	awoke	awoke	bleed ينزف	bled	bled
be يكون	was/were	been	breed يربي / يلد	bred	bred
begin يبدأ	began	begun	break ينكسر	broke	broken
blow ينفخ / ينتفخ	blew	blown	burn يحترق	burnt	burnt

choose يختار	chose	chosen
clothe يكسو	clothed	clothed
	clad	clad
come يأتي	came	came
creep يزحف	crept	crept
dig يحفر	dug	dug
do/ does يعمل	did	done
draw يسحب / يرسم	drew	drawn
dream يحلم	dreamt	dreamt
drink يشرب	drank	drunk
drive يسوق	drove	driven
eat يأكل	ate	eaten
fall يسقط	fell	fallen
feed يطعم	fed	fed
feel يشعر	felt	felt
find يجد	found	found
fly يطير	flew	flown
forbid يمنع	forbade	forbidden
forget ينسى	forgot	forgotten
forgive يعفو	forgave	forgiven
freeze يتجمد	froze	frozen
get يحصل	got	got/gotten
give يعطي	gave	given
go يذهب	went	gone
grow ينمو	grew	grown
hang يعلق	hung	hung
have/has يملك	had	had
hang يشنق	hanged	hanged
hear يسمع	heard	heard
hide يخفي	hid	hidden
hold يمسك	held	held

keep يحافظ	kept	kept
know يعرف	knew	known
lead يقود	led	led
learn يتعلم	learnt	learnt
	learned	learned
leave يغادر	left	left
light يشعل	lit	lit
	lighted	lighted
lose يخسر	lost	lost
make يصنع	made	made
mean يعني	meant	meant
meet يلاقي	met	met
pay يدفع	paid	paid
read يقرأ	read	read
ride يركب	rode	ridden
ring يدق	rang	rung
rise يرتفع	rose	risen
run يركض / يدير	ran	ran
say يقول	said	said
sell يبيع	sold	sold
sew يخيط	sewed	sewed
		sewn
shake يصافح / يهز	shook	shaken
shine يشرق	shone	shone
sing يغني	sang	sung
sit يجلس	sat	sat
smell يشم	smelt	smelt
speak يتكلم	spoke	spoken
spell يتهجا	spelt	spelt
speed يسرع	sped	sped
tear يمزق	tore	torn

spill يسكب	spilt Spilled	spilt Spilled	tell يخبر	told	told
			throw يرمي	threw	thrown
spring يقفز	sprang	sprung	wake يستيقظ	woke	waken
stand يقف	stood	stood	wear يلبس	wore	worn
steal يسرق	stole	stolen	weep يبكي	wept	wept
swear يقسم	swore	sworn	win يربح	won	won
sweep يكنس	swept	swept	write يكتب	wrote	written
swim يسبح	swam	swum	take ياخذ	took	taken

Lesson Fourteen: Conjunctions الروابط

Conjunctions are words that join together words, phrases or sentences. They are used according to the relation of the two sentences or clauses. (see lesson 17 & 20).

أدوات الربط هي كلمات تستعمل لربط كلمات أخرى أو عبارات أو جمل وتستعمل أدوات الربط حسب علاقة الجملتين. (انظر الدرس السابع عشر والعشرين).

Addition الإضافة: and/ moreover/ furthermore/ besides/ as well as/ additionally/ in addition (to that)/ also/ what is more.

e.g. The student asked a question <u>and</u> the teacher answered it.

سأل الطالب سؤالاً فأجابه المدرس.

Contrast التناقض: but/ although/ though/ yet/ nevertheless/ none the less/ notwithstanding/ in spite of/ despite, however/ on the other hand/ by contrast/ on the contrary.

e.g. She invited all her friends to her birthday party, <u>yet</u> nobody came.

لقد دعت جميع أصدقائها إلى حفلة عيد ميلادها، ولكن لم يحضر أحد.

Cause السبب: because/ as/ since/ for/ because of/ due to/ owing to.

e.g. I have studied at this school for three years. This is <u>because</u> it is close to my flat.

درست في هذه المدرسة لمدة ثلاثة أشهر، وذلك لأنها قريبة من شقتي.

Result النتيجة: so/ therefore/ accordingly/ consequently/ hence/ thus/ as a result of.

e.g. My sister had a severe headache; <u>therefore</u>, she went to the doctor.

شعرت أختي بصداع شديد، لذلك ذهبت إلى الطبيب.

Purpose الغرض: so that/ in order that/ to/ so as to/ in order to/ lest/ for/ for fear of/ for fear that.

e.g. She went to Syria last month to see her sister.

ذهبت الى سوريا الشهر الماضي كي ترى أختها.

Time الزمن: while/ when/ before/ after/ since/ as.

e.g. While I was playing football with my friends, I broke my left arm.

بينما كنت ألعب كرة القدم مع أصدقائي، كُسرت ذراعي اليسرى.

Condition الشرط: if/ unless/ on condition that/ provided that/ providing/ as long as/ in case.

e.g. If you had come on time yesterday, we would have gone to the cinema.

لو إنك حضرت أمس في موعدك، لـذهبنا إلى السينما.

Summary التلخيص: in short/ in brief/ in summary/ in conclusion/ briefly/ finally/ to sum up/ to recapitulate/ to recap/ to conclude/ all in all/ eventually.

e.g. Our soldiers are currently engaged in conflict abroad. In short, we are at war.

يخوض جنودنا حالياً صراعاً في الخارج، باختصار نحن الآن في حالة حرب.

Enumeration التعداد: first(ly)/ second(ly)/ third(ly)/ finally/ then.

e.g. Firstly, I visited Jordan. Then, I travelled to Morocco. Finally, I went to Kuwait. في البدء زرت الأردن، ثم سافرت إلى المغرب، وأخيراً ذهبت إلى الكويت.

Comparison المقارنة: similarly/ in comparison/ by the same token/ comparably.

e.g. Buying a flat in the capital is very expensive. Similarly, building from scratch on a piece of land requires a large sum of money.

إنَّ شراء شقة في العاصمة غالٍ جداً، وكذلك بناء قطعة أرض يتطلب المال الكثير.

Reformation إعادة الصياغة: in other words/ that is to say/ to put it differently/ to put it simply/ in simpler words.

e.g. Noor likes changing her style from time to time. In other words, she likes buying new clothes.

تحب نور تغيير طريقة لبسها من حين الى آخر، أي إنها تحب شراء ملابس جديدة.

Replacement الإبدال: instead/ or rather/ alternatively.

e.g. We can eat in this restaurant if you wish. Alternatively, we can eat at home.

يمكننا أن نأكل في المطعم إن رغبت، أو (كبديل) يمكننا أن نأكل في البيت.

Lesson Fifteen: Interjections أدوات الاستغراب

Interjections are words that express some sudden feeling causing an exclamation. أدوات الاستغراب هي كلمات تعبّر عن شعور مفاجئ يسبب تعجباً.

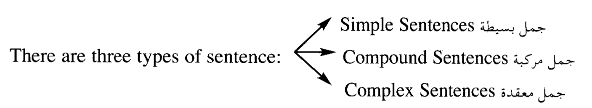
Examples:

Ah!	تستعمل لإظهار الدهشة أو الغضب أو الألم أو الفرح أو الموافقة.
Aha!	تستعمل لإظهار كونك فهمت أو ادركت الموضوع أو الفكرة بمعنى (إنه واضح)
Ahem!	احم! تستعمل للتنبيه عندما تنوي الحديث أو التحذير.
Alas!	واحسرتاه !
Away!	أغرب عن وجهي أو انصرف
Bravo!	مرحى! أو احسنت! تستعمل لإظهار الاستحسان.
Come on!	هيا! أو هلم! ولها معانٍ كثيرة، منها عندما نطلب من المتحدث أن يسترسل في حديثه أو يقبل عرضاً أو يعترف بأمر ما....
Fie!	يا للعار! أو تباً! تستعمل لإظهار الغضب.
Ha!	ها! نداء يعبر عن الفرح أو الحزن أو اكتشاف أمر ما.
Hark!	اسمع! أو اصغ! وهي أداة استغراب قديمة.
Hay day!	يا للعظمة! أو ياللروعة!
Hello!	هالو! هتاف يقصد به جلب الانتباه.
Hey!	أداة سرور أو تعجب أو اندهاش.
Hush!	اسكت!
Indeed!	حقاً!
Oh dear!/ Oh my God!/ Oh my Jesus!	يا الهي! / ياللمسيح! صيحة تدل على الحسرة أو الحزن أو الألم أو عدم الرضا.
Pooh!/ Faugh!	أف! صيحة تعبر عن الازدراء أو الضجر.

Exercise 14

What part of speech is each of the words in these sentences?

1) Oh! I see that the new student from Norway reads and writes English well.
2) Come with me tomorrow and see our new house.
3) My father has sent a letter to my brother recently.
4) Aha! So you planned all this, did you?
5) Ahmed has completed his studies in Egypt.
6) Where are you going? I am going to see my sister.


Lesson Sixteen: Types of Sentence أنواع الجمل

There are three types of sentence:
- Simple Sentences جمل بسيطة
- Compound Sentences جمل مركبة
- Complex Sentences جمل معقدة

A) The Simple Sentence ● الجملة البسيطة

It is the sentence that has one subject and one predicate.

الجملة البسيطة هي الجملة التي تحتوي على فاعل واحد وتكملة واحدة (أي فعل واحد).

The Subject الفاعل	The Predicate التكملة
• I	went home.
• The bird	sings sweetly.
	فعل (V)

B) The Compound Sentence ● الجملة المركبة

It is the sentence that consists of two related co-ordinating parts joined by a conjunction.

هي جملة مكونة من جزأين متساويين من حيث الأهمية ومربوطين بأداة ربط .

Simple sentence جملة بسيطة	Conjunction word رابط	Simple sentence جملة بسيطة
The student asked a question	and	the teacher answered it.
She has studied well	but	she failed to pass the exam.

C) The Complex Sentence ● الجملة المعقدة

It is the sentence that has one main clause and one, or more, subordinate clauses.

هي جملة مكونة من جملة رئيسة واحدة وجملة ثانوية أو أكثر.

Main clause جملة رئيسة	Subordinate clause جملة ثانوية
• This is the book	that I am looking for.
• You will pass the exam	if you study hard.

Note: A phrase is a group of words used as part of a sentence; it has neither a subject nor a verb.
لاحظ أن العبارة هي مجموعة كلمات تستعمل كجزء من الجملة وتكون خالية من الفعل والفاعل.

e.g. on the bus (phrase عبارة)

carrying a box (phrase عبارة)

Note: If a phrase is combined with a verb, it will form a sentence.
لاحظ أنه إذا ربطت العبارة بفعل تكون عندئذ جملة مفيدة.

e.g. He sat on the bus carrying the box. (sentence جملة)

V. فعل

Lesson Seventeen: Compound Sentences الجمل المركبة

It is formed by joining two simple sentences together by using one of the following conjunctions:

تأتي الجملة المركبة من ربط جملتين بسيطتين بواسطة إحدى الأدوات أدناه:

And / but / or / either... or / nor / neither... nor,

و / لكن / أو / إما... أو / لا / لا .... ولا ...

so / moreover / however / yet / nevertheless.

لذلك / فوق ذلك / إلا ان (مع ان) / لكن / مع ذلك

■ The Conjunctions ■ أدوات الربط

A) And & Moreover

ويستعملان لربط أشياء (صفات) متشابهة.

*e.g. Antonio is kind **and** generous. (simple sentence جملة بسيطة)*

*The teacher asked a question **and** the student answered it. (compound sentence جملة مركبة)*

*Antonio is kind; **moreover**, he is generous. (compound sentence جملة مركبة)*

> Note: Unlike **(and)**, which could be used to join words, phrases or sentences, **(moreover)** joins only sentences.
> **على خلاف (and) التي تربط كلمات أو عبارات أو جملاً، (moreover) تربط جملاً فقط.**

B) But, yet, however & nevertheless

نستعمل إحدى هذه الأدوات لربط جملتين متناقضتين (متعاكستين) في المعنى.

e.g. He has a bad fever. He refuses to call a doctor.

*He has a bad fever, **but** he refuses to call a doctor. (لكن)*

*He has a bad fever; **yet** he refuses to call a doctor. (لكن)*

*He has a bad fever; **however**, he refuses to call a doctor. (إلا ان)*

*He has a bad fever. **Nevertheless**, he refuses to call a doctor. (مع ذلك)*

> Note: We join the two sentences without any deletion, the only difference is in the use of punctuation marks.
> **لاحظ أننا نربط الجملتين فقط بدون أي حذف، إلا أنه يوجد اختلاف في استعمال علامات التنقيط.**

C) So تستعمل لربط جملتين إحداهما جملة سببية والأخرى جملة نتيجة، بمعنى (لذلك) .

Cause clause (جملة سببية) + so + Effect clause (جملة نتيجة)

e.g. He is ill. He will go to the doctor.

C. جملة سببية *E.* جملة نتيجة

He is ill, so he will go to the doctor.

Note: 'So' should precede the effect clause and be preceded by a comma without any deletion.
لاحظ أن الأداة (so) يجب أن توضع قبل جملة النتيجة ويجب ان تسبق بفارزة بدون أي حذف.

D) Or & Either... or نستعمل إحدى هاتين الأداتين للإختيار

e.g. Come in. Go out.
*Come in **or** go out*
e.g. Get up early. You will miss the bus.
*Get up early **or** you will miss the bus.*

Note: The elements repeated in the second sentence are deleted when joining by (or) or (either... or).
لاحظ أننا نحذف العناصر المتكررة في الجملة الثانية عندما نربط بـ (or) أو (either... or) .

e.g. You can read in the garden. ~~You can read~~ in the library.
*You can read in the garden **or** in the library. (simple sentence* جملة بسيطة)
*You can **either** read in the garden **or** in the library.*
e.g. He will speak French. ~~He will speak~~ German.
*He will speak **either** French **or** German. (simple sentence* جملة بسيطة)
e.g. You can have your breakfast in the dinning room. ~~You can have your breakfast~~ in the kitchen.
*You can have your breakfast **either** in the dinning room **or** in the kitchen.*
(simple sentence جملة بسيطة)

Note: When we delete the subject and verb of a sentence, we have a phrase and **not a sentence**. As a result, we have a simple sentence, not a compound one.
لاحظ عندما نحذف الفعل والفاعل من الجملة، فإنها تصبح عبارة وليست جملة، وعليه الجملة الناتجة من ربط الجملتين تكون جملة بسيطة وليست جملة مركبة.

E) Nor & Neither... nor

e.g. He did not come. He did ~~not~~ give an excuse.

*He did not come **nor** did he give an excuse.*

Note: After 'nor' comes an affirmative verb followed by a subject.
لاحظ أنه يأتي بعد (nor) فعل مثبت ثم فاعل، أي أننا نقدم الفعل على الفاعل.

e.g. She has not phoned. She has not sent a letter.

*She has not phoned **nor** has she sent a letter.* (nor + Affirm. V. (فعل مثبت) + S. (فاعل)

e.g. He ~~did not~~ come. ~~He did not~~ give an excuse.

*He **neither** came **nor** gave an excuse.*

١) نضع (neither) محل (did not/ do not/ does not) أو (not).
٢) عند حذف (does not) نضع (ـs) أو (ـes) للفعل الذي يليها، وعند حذف (did not) نغير الفعل الذي يليها إلى صيغة الماضي.
٣) نضع(nor) في الوسط، أي محل النقطة ونحذف العناصر المتكررة من الجملة الثانية.

e.g. It is not blue. It is not green.
*It is **neither** blue **nor** green.*

e.g. My father does not read at night. He does not watch TV at night.
*My father **neither** reads **nor** watches TV at night.*

e.g. The house was not large. It was not new.
*The house was **neither** large **nor** new.*

Lesson Eighteen: Complex Sentences الجمل المعقدة

It consists of one main clause and one, or more than one, subordinate clause. تتألف الجملة المعقدة من جملة رئيسة واحدة وجملة ثانوية واحدة أو أكثر.

■ Subordinate Clause ■ الجملة الثانوية

There are three kinds of subordinate clauses:
- **Noun Clause** جملة اسمية
- **Adjectival Clause** جملة وصفية
- **Adverbial Clause** جملة ظرفية

Noun Clauses ● الجمل الاسمية

It contains one of the following: وتضم التالي:

That / What / Why / How / Where } + S. (فاعل) + V. (فعل) + Comp. (تكملة)

e.g. ***What*** *you* *said* *pleased me.*
S. V. Comp.

The noun clause occupies the following positions:

تشغل الجملة الاسمية المواقع التالية:

* It comes as a subject (at the beginning) تأتي كفاعل (في بداية الجملة)،

e.g. ***That he won*** *pleased* *his father.*
S. V. Comp.

e.g. ***That Peter has not arrived yet*** *is a problem.*

* It comes as an object with the following verbs: تأتي كمفعول به بعد هذه الأفعال :
(يسأل ask، يقول say، يخبر tell، يظن think، يعتقد believe، يشرح explain، يعرف know)

e.g. He <u>said</u> ***that he was tired.***
I <u>think</u> ***that he is clever.***

* It comes as an object to a preposition تأتي كمفعول به لحرف جر،

e.g. She laughed <u>at</u> ***what I said.***
He apologized <u>for</u> ***what he did.***

* It comes after the following adjectives: تأتي بعد الصفات أدناه :
(خائف afraid، واثق confident، مدرك aware، قلق anxious، واع conscious، مسرور delighted، مقتنع convinced)

e.g. I am <u>afraid</u> ***that I cannot attend the meeting.***
I am <u>delighted</u> ***that you passed the exam.***

Changing Noun Clauses into Phrases تحويل الجمل الاسمية إلى عبارات

e.g. <u>What he said</u> delighted us. (*complex sentence* جملة معقدة)
↓
His speech *delighted us. (simple sentence* جملة بسيطة)

e.g. <u>That he succeeded</u> made his mother happy.
↓
His success *made his mother happy.*

e.g. She laughed at <u>what I said</u>.
↓
She laughed at ***my words.***

e.g. Leave <u>what you possess</u> to the poor.
↓
Leave ***your possessions*** *to the poor.*

e.g. Explain <u>how you did</u> it.
↓
Explain ***your way of doing*** *it.*

e.g. He explained *<u>why he was tired</u>.*

↓

*He explained **the reasons for his fatigue**.*

To change a complex sentence into a simple one, we do the following:

1) delete 'that' or 'what' ١) نحذف (what) أو (that).

2) change 'why' into 'the reasons for' . ٢) نحول (why) إلى (the reasons for).

3) change 'how' into 'the way of'. ٣) نحول (how) إلى (the way of).

4) change the pronoun into a possessive adjective: ٤) نحول الضمير إلى صفة تملك:

you → your// I → my// he → his// she → her// we → our

5) change the adjective or the verb into a noun or a gerund.

٥) نحول الصفة أو الفعل إلى اسم أو فعل مضاف له (ing-).

*e.g. I cannot understand **<u>why</u>** **<u>he</u>** **<u>left</u>** **her**. (complex sentence جملة معقدة)*

↓ ↘ ↘

I cannot understand the reason of his leaving her. (simple sentence جملة بسيطة)

*e.g. Can you tell me **<u>how</u>** **<u>you</u>** **<u>achieve</u>** **this project**?*

↙ ↓ ↘

Can tell me the way of your achieving this project?

*e.g. ~~That~~ **<u>he</u>** **<u>is coming</u>** to the party delighted us.*

↙ ↙

His coming to the party delighted us.

Lesson Nineteen: Adjectival Clauses الجمل الوصفية

Adjectival Clauses start with one of the following words:

تبدأ الجملة الوصفية بواحدة من الأدوات أدناه:

'Who', 'whom', 'whose', 'which', 'that', etc.

Relative pronouns: → for persons للعاقل **'who', 'whom'** or **'whose'**
→ for things لغير العاقل **'which'** or **'that'**

e.g. The teacher who has a stick in his hand is an old man.
The woman whose son was cured thanked the doctors.
The girl who answered the question was from Italy.
The book that I bought was very expensive.
Layla, whom you met last week, is going to Egypt.

Changing Adjectival Clauses into Phrases تحويل الجمل الوصفية إلى عبارات

* With 'have/ has/ had/ whose', we perform the following steps:

عند وجود (have/ has/ had/ whose)، فإننا نقوم بالتالي:

1) delete the relative pronoun and the subordinate verb,

١) حذف ضمير الوصل وفعل جملة الوصل

2) use either '**with**' or '**having**'.

٢) نستعمل **(having)** أو **(with)**.

e.g. The man ~~who~~ ~~eats~~ ***scones*** *is a banker.*
a) The man ***with the scones*** *is a banker.*
b) The man ***having the scones*** *is a banker.*
e.g. The woman ***~~who~~ ~~has~~ the dog*** *was rude to me.*
The woman ***with the dog was*** *rude to me.*

Note: The use of the gerund '**having**' either implies consumption e.g. to have dinner/ drink... or refers to a process e.g. to have a shower.

لاحظ ان استعمال صيغة الـ (ing-) تتضمن اما استهلاكاً مثل تناول الغداء أو الشرب... الخ، أو يشير الى عملية الاستحمام مثلاً.

Note: When we delete 'whose', we place the adjective before the noun. **لاحظ عند حذف (whose) ، فإننا نقدم الصفة على الاسم.**

Whose + N. (اسم) **+ be** (فعل الكينونة) **+ adj.** صفة → **with + adj.** (صفة) + **N.** (اسم)
→ **having + adj.** (صفة) + **N.** (اسم)

*e.g. The girl **whose eyes are blue** is absent.*

*a) The girl **with blue eyes** is absent.*

* When we have **'see', 'hear', 'smell', 'taste', 'feel', 'watch',** or **'found'** as a main verb, we perform the following steps:

عند وجود واحد من هذه الأفعال (see/ hear/ smell/ taste/ feel/ watch/ found)، فإننا نقوم بالتالي:

1) delete the relative pronoun, ١) حذف ضمير الوصل،

2) change the subordinate verb into either infinitive or gerund.

٢) تغيير فعل جملة الوصف إما إلى مصدر مجرد أو اسم فعل، أي فعل مضاف له (ing ـ).

e.g. I saw the man ~~who~~ won the prize.

a) I saw the man win the prize.

b) I saw the man winning the prize.

*e.g. The policeman heard the boy **who was talking on the phone**.*

a) The policeman heard the boy talk on the phone.

b) The policeman heard the boy talking on the phone.

* When we have (**noun + relative pronoun + verb to be + adjective**), we perform the following steps:

عند توفر ضمير وصل مسبوق باسم ومتبوع بفعل كينونة ثم صفة، فإننا نقوم بالتالي:

1) delete the relative pronoun and the verb to be,

١) حذف ضمير الوصل وفعل الكينونة،

2) place the adjective before the noun. ٢) تقديم الصفة على الاسم.

*e.g. The teacher thanked the girl **who was polite**.*

*The teacher thanked **the polite girl**.*

*e.g. I asked the girl **who was attractive**.*

*I asked **the attractive girl**.*

* When we have (**relative pronoun + verb to be + a prepositional phrase/ present participle/ past participle**), we delete the relative pronoun and the **'verb to be'**.

عند وجود ضمير وصل متبوع بفعل كينونة ثم عبارة مجرورة أو اسم فعل أو تصريف ثالث، فإننا نحذف ضمير الوصل وفعل الكينونة.

*e.g. Everybody, **who is in the class**, must work hard.*

*Everybody **in the class** must work hard.*

*e.g. The house, **which is near the shore**, is beautiful.*

*The house **near the shore** is beautiful.*

*e.g. The report **which was published in the newspaper** discouraged us.*

*The report **published in the newspaper** discouraged us.*

*e.g. The boy **who is working in this restaurant** is my cousin.*

*The boy **working in this restaurant** is my cousin.*

*e.g. The girl, **who is called Layla**, is going to Iran.*

*The girl **called Layla** is going to Iran.*

* When we have (**a relative pronoun + verb**), we delete the relative pronoun and change the verb to the present participle.

عند وجود ضمير وصل متبوع بفعل إعتيادي، فإننا نحذف الضمير ونغير الفعل إلى اسم الفعل.

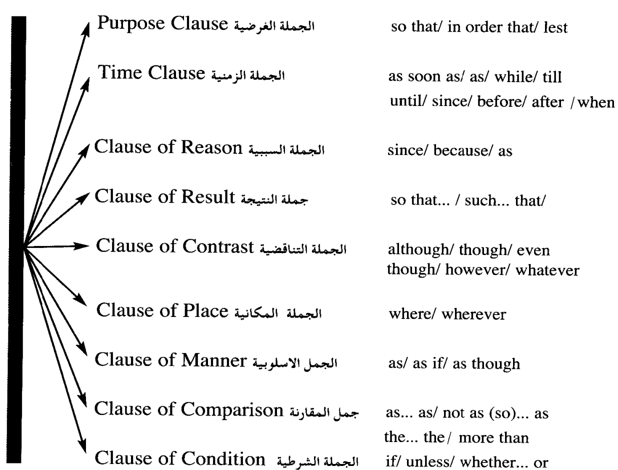
*e.g. The man **who lives near us** is a doctor.*

*The man **living near us** is a doctor.*

Lesson Twenty: Adverbial Clause الجملة الظرفية

Adverbial clauses are classified into nine types of clause:

تصنف الجمل الظرفية إلى تسعة أنواع:



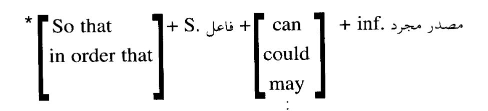
■ Purpose Clauses ■ الجمل الغرضية

So that لكي / / **in order that** لكي / / **lest** لئلا

*e.g. He went to school **so that** he <u>could</u> learn.*

*She studied hard **in order that** she <u>could</u> pass the exam.*

*He studied **lest** he <u>should</u> fail.*



* lest + S. فاعل + should + inf. مصدر مجرد

> Note: **'Can', 'may'** and **'will'** are used when the main verb is in the present tense, whereas **'could', 'might'** and **'would'** are used when the main verb is in the past tense.
> لاحظ أن (**will/ can/ may**) تستعمل إذا كان الفعل الرئيس في صيغة المضارع، في حين (**would/ might/ could**) تستعمل إذا كان الفعل الرئيس في صيغة الماضي.

*e.g. My father often **gets** up early so that he **can** catch the bus.*

*My father **got** up early so that he **could** catch the bus.*

> Note: '**Lest**' implies negative meaning.
> لاحظ أن الأداة (**lest**) تتضمن معنى فيه نفي.

Exercise 15

Join the following simple sentences by using 'so that/ in order that/ lest'.

1) He worked hard. He succeeded
   a) He worked hard **so that** he **could** succeed.
   b) He worked hard **in order that** he **could** succeed.
2) She left early. She didn't miss the bus.
3) My mother needed a knife. She cut the meat.

Changing Complex Sentences into Simple Ones

● تحويل الجمل المعقدة إلى بسيطة

*e.g. My sister went to Morocco **so that** she could see her husband.*

*a) My sister went to Morocco **in order to** see her husband.*

*b) My sister went to Morocco **so as to** see her husband.*

*c) My sister went to Morocco **to** see her husband.*

* To change a complex sentence containing a purpose clause starting with '**so that/ in order that**', we perform the following steps:

لتحويل الجملة المعقدة الغرضية التي تبدأ بـ (so that/ in order that)، فإننا نقوم بالتالي :

1) delete (so that/ in order that), ١) نحذف (so that/ in order that)

2) insert instead (to/ in order to/ so as to),

٢) نضع بدلاً عنها (to/ in order to/ so as to)

3) delete the subject of the subordinate clause, ٣) نحذف فاعل الجملة الثانوية (الغرضية)،

4) deleting (can/ could/ may/ might/ should),

٤) نحذف (should / can/ could/ may/ might)

5) keep the infinitive as is. ٥) نبقي المصدر المجرد.

e.g. My mother needed a knife ***in order that*** *she could cut the meat.*

My mother needed a knife ***to*** *cut the meat. (simple sentence* جملة بسيطة *)*

e.g. He visits them ***so that*** *he can see them.*

He visits them ***in order to*** *see them.*

Note: When the subordinate clause is negative, we have to insert 'not' before 'in order to' or 'so as to'.

لاحظ أنه عندما تكون الجملة الثانوية منفية، فعلينا وضع (not) قبل الأدوات (so as to / in order to).

e.g. He covered his face ***so that*** *he couldn't see the dying child.*

He covered his face ***in order not to*** *see the dying child.*

* To change a complex sentence containing a purpose clause starting with '**lest**', we perform the following steps:

لتحويل الجملة الغرضية التي تبدأ بـ (**lest**)، فإننا نقوم بالتالي :

1) delete 'lest' and replace it with 'for fear of',

١) نحذف (lest) ونضع بدلاً منها (for fear of)

2) delete the subject of the subordinate clause, ٢) نحذف فاعل الجملة الثانوية الغرضية،

3) delete 'should',　　　　　　　　　　٣) نحذف (should)

4) add '-ing' to the infinitive.　　　　　　　　　　٤) نضيف (-ing) للمصدر المجرد.

*e.g. I wrote it down **lest** ~~I should~~ forget it.*

*I wrote it down **for fear of** **forgetting** it.*

*e.g. He hurried **lest** ~~he should~~ miss the bus.*

*He hurried **for fear of** missing the bus.*

Note: When the subject of the main clause differs from that of the subordinate clause, we normally put the infinitive into passive form.

لاحظ إذا كان فاعل الجملة الرئيسة يختلف عن فاعل الجملة الثانوية، فإننا نضع المصدر في صيغة المبني للمجهول.

*e.g. **He** often changes his address so that **the police** cannot **find** him.*

*He often changes his address so as not to **be found** (by the police).*

Exercise 16

Change the following complex sentences into simple ones:

1) She sat down by a fallen tree trunk in order that she could smoke her pipe.
2) My mother went quickly so that she could catch the bus.
3) Peter left early so that he could be at home by 2 p.m.
4) My brother learnt to type so that he could help me with my work.
5) Sara studied hard lest she should fail the exam.

■ Time Clause ■ الجملة الزمنية

When عندما / **while** بينما / **as** بينما / **as soon as** حالما / **after** بعد / **before** قبل / **till (until)** حتى

Tense الزمن	Conjunction word الرابط	Tense الزمن
• **Future** مستقبل Shall/ will + inf. مصدر	When As soon as After Before Till/ until	• **Present Simple** مضارع بسيط
• **Past Simple** ماض بسيط	When As soon as Until/ till	• **Past Tense** ماض بسيط
• **Past Tense** ماض بسيط	After	• **Past Perfect** ماض تام had + P.P. التصريف الثالث
• **Past Perfect** ماض تام had + P.P. التصريف الثالث	Before	• **Past Tense** ماض بسيط
• **Past Tense** ماض بسيط	While As	• **Past Continuous** ماض مستمر

e.g. He will leave ***when*** *the rain stops.*
He left ***when*** *the rain stopped.*
He left ***after*** *the rain had stopped.*
The rain had stopped ***before*** *he left.*
He left ***as soon as*** *the rain stopped.*
He will leave ***before*** *it rains.*
He will go to school ***after*** *he visits his friend.*
The bell rang ***while*** *she was reading.*
The bell rang ***as*** *she was reading.*

> Note: We can place the conjunction at the beginning.
> لاحظ يمكن تقديم الرابط في بداية الجملة.

e.g. ***As*** *she* *was reading, the bell* *rang.*

After *the rain had stopped, he left.*

Exercise 17

Join these simple sentences to form complex ones

e.g. He went to bed. He switched off the light ~~first~~. (use after)

> Note: Words like '**first**', '**before**' and '**earlier**' refer to the first tense, while words like '**finally**', '**soon**', '**immediately**', '**after**', '**next**', '**then**' and '**later**' refer to the second tense.
> لاحظ أن هذه الكلمات (**first, before, earlier**) تشير إلى الزمن الأول، في حين هذه الكلمات (**finally, soon, immediately, after, next, then, later**) تشير إلى الزمن الثاني.

He went to bed ***after*** *he had switched off the light.*

e.g. He was reading. The bell rang. (use ***while****)*

While ....

e.g. He walked. ***~~Then~~*** *he met his friend. (use* ***as****)*

As ....

e.g. I said goodbye to my friend. ***Then I*** *set out.*

Before ....

e.g. She entered the room. She swept the floor.

As soon as ....

> Note: We delete the above words that refer to the tense.
> لاحظ أننا نحذف الكلمات أعلاه التي تشير إلى الزمن.

Changing Complex Sentences into Simple Ones تحويل الجمل المعقدة إلى بسيطة

A) As soon as & When

* When the time clause is introduced by '**as soon as**' or '**when**', we perform the following steps:

عندما تبدأ الجملة الزمنية بـ (as soon as) أو (when)، فإننا نقوم بالتالي:

1) Delete (as soon as) or (when), ١) نحذف (as soon as) أو (when)،

2) Delete the subject of the subordinate clause, ٢) نحذف فاعل الجملة الثانوية،

3) Change the subordinate verb to present participle. i.e. adding (-ing).

٣) نغير فعل الجملة الزمنية الثانوية إلى اسم فعل، إي بإضافة (ing-) له.

e.g. ~~***When I***~~ *took my hat off, I answered the phone.*

Taking my hat off, I answered the phone.

e.g. ~~***As soon as***~~ ~~*she*~~ *entered the room, she swept the floor.*

Entering the room, she swept the floor.

Note: The two subjects should employ the same person/thing.
لاحظ يجب أن يجسد الفاعلان (فاعل الجملة الرئيسة وفاعل الجملة الثانوية) شخصاً أو شيئاً واحداً.

e.g. When ***I*** *left home,* ***my brother*** *came.*

~~*Leaving home, my brother came.*~~ *(wrong خطأ)*

* When '**as soon as**' or '**when**' are in the middle of a sentence, we perform the following steps:

وعندما تقع الأداة (when) أو (as soon as) في الوسط، فإننا نقوم بالتالي:

1) delete '**as soon as**' or '**when**', ١) نحذف (**as soon as**) أو (**when**)،

2) inseart '**immediately after**' or '**immediately on**' instead,

٢) نضع بدلاً عنها (**immediately after**) أو (**immediately on**)،

3) delete the subject of the subordinate clause, ٣) نحذف فاعل الجملة الثانوية،

4) change the subordinate verb to present participle, i.e. adding '-ing'.

٤) نغير فعل الجملة الزمنية الثانوية إلى اسم فعل، إي بإضافة (**ing-**) له.

e.g. He left home ***as soon as*** ~~*he*~~ *finished his homework.*

He left home ***immediately after*** *finishing his homework.*

e.g. She will tell us all about the accident ***when*** ~~*she*~~ *arrives.*

She will tell us all about the accident ***immediately on*** *arriving.*

B) Till & Until

* **Till** and **until** are not deleted; we just change the subject following them into a possessive adjective and the verb into a noun.

إن الاداتين (until) (till) لا تحذفان، ولكن نغير الفاعل الذي يليهما إلى صفة تملك، والفعل إلى اسم.

*e.g. I shall wait for him **until** he arrives.*

↓ ↓ ↓

*I shall wait for him **until** his arrival.*

C) After & Before

* When the time clause is introduced by '**before**' or '**after**', we perform the following steps:

عندما تبدأ الجملة الزمنية بـ (after) أو (before)، فإننا نقوم بالتالي:

1) delete 'after' or 'before', OR keeping them, — ١) حذف أو إبقاء (after) أو (before)،
2) delete the subject of the subordinate, — ٢) حذف فاعل الجملة الثانوية الزمنية،
3) change the verb into either a noun or present participle.

٣) تحويل الفعل إما إلى اسم أو اسم فعل.

e.g. ~~After~~ ~~I~~ had finished my homework, I went out.

*a) **Having** finished my homework, I went out.*

*b) **After** having finished my homework, I went out.*

*e.g. **Before** ~~I~~ went to school, I had visited my friend.*

↓

***Before** going to school, I had visited my friend.*

* When '**before**' or '**after**' are in the middle of a sentence, we perform the following steps:

عندما تأتي (before) أو (after) في الوسط، فإننا نقوم بالتالي:

1) keep 'after' or 'before' intact, — ١) إبقاء الأداة (after) أو (before)،
2) delete the subject following them, — ٢) حذف فاعل الجملة الثانوية (الواقع بعد الأداة)،

3) change the verb following them to the present participle.

٣) تحويل الفعل الذي يلي الأداة إلى اسم فعل.

e.g. He had done his homework ***before*** *~~he~~* *watched TV.*

He had done his homework ***before*** *watching TV.*

e.g. My sister had her lunch ***after*** *~~she~~ had prepared the room.*

My sister had her lunch ***after*** *having prepared the room.*

D) While & As

* When a time clause is introduced by '**while**' or '**as**', we perform the following steps:

عند وجود (while) أو (as) في الجملة الثانوية الزمنية، فإننا نقوم بالتالي:

1) change 'while' or 'as' to 'during' or 'in',

١) تحويل (while) أو (as) إلى (during) أو (in)،

2) change the subject following them to a possessive adjective,

٢) تحويل الفاعل الذي يلي الأداة إلى صفة تملك،

3) change the subordinate verb to a noun.

٣) تحويل فعل الجملة الثانوية الزمنية إلى اسم.

e.g. ***While*** *he was reading, his friend arrived.*

During *his reading, his friend arrived.*

Note: 'During his reading...' in the above example implies reading in front of audience.
لاحظ أن (during his reading) في المثال أعلاه تعطي معنى قراءة خطبة أمام جمهور.

[**During** / **In**] + **possessive adj.** صفة تملك + **N.** اسم

e.g. ***As*** *he was walking on the shore, he met his friends.*

a) ***During*** *his walk on the shore, he met his friends.*

e.g. ***While*** *the teacher was absent, the pupils played.*

During *the teacher's absence, the pupils played.*

Exercise 18

Change the following complex sentences into simple ones:

1) While the match was in progress, the thieves broke into the house.
2) As soon as they reach their boiling-points, the liquids turn into gas.
3) When I saw the accident, I called the police.
4) While I was playing tennis, I saw my friends.
5) He had washed his hands before he ate his food.
6) She will keep studying up until the exam.

■ Clause of Reason ■ الجملة السببية المعقدة

Because لأن / as لأن / since لأن

A clause of reason is introduced by (**because, as** or **since**) تبدأ الجملة السببية بـ

*e.g. <u>He went to hospital</u> **because** <u>he was ill</u>.*
Clause of E. جملة النتيجة clause of R. جملة السبب

*e.g. The match was postponed **because** the whether was bad.*
*She looked pleased **as** she had succeeded in the exam.*
*My mother has been in hospital **since** she has had a bad fever.*
*Sara went to Kuwait **because** she wanted to study there.*

Changing Complex Sentences into Simple Ones

تحويل الجمل المعقدة إلى بسيطة

* When we have (**because/ as/ since + subject + be + adjective**), we perform the following steps:

عند وجود (because/ as/ since) + فعل الكينونة + صفة، فإننا نقوم بالتالي :

1) change 'because/ since/ as' to 'because of/ owing to/ due to',

١) نحول (because/ as/ since) إلى (because of/ owing to/ due to)،

2) change the subject to the possessive adjective, ٢) نغير الفاعل إلى صفة تملك،

3) delete verb to 'be', ٣) نحذف فعل الكينونة،

4) change the adjective to a noun. ٤) نحول الصفة إلى اسم.

*e.g. He went home **<u>because</u>** **<u>he</u>** ~~was~~ **<u>tired</u>**.*
*He went home **<u>due to</u>** **<u>his</u>** **<u>fatigue</u>**.*

*e.g. My little daughter easily passed the exam **since she is intelligent**.*
*My little daughter easily passed the exam **owing to her intelligence**.*

Note: When the subordinate subject is inanimate, we only delete the verb 'to be' and place the adjective before the noun.
لاحظ عندما يكون الفاعل غير عاقل، فإننا نقوم بحذف فعل الكينونة ووضع الصفة قبل الاسم.

*e.g. He lost a lot of money **because the market ~~was~~ volatile**.*

*He lost a lot of money **due to the market volatility**.*

* When we have '**there + be + a/ an + adjective + noun**', we perform the following steps:

1) Change 'because/ since/ as' to 'because of/ owing to/ due to',

١) نحول (because/ since/ as) إلى (because of/ owing to/ due to)،

2) delete 'there + be', ٢) حذف (there) وفعل الكينونة،

3) change 'a/ an' to 'the'. ٣) تحويل (a/ an) إلى (the).

*e.g. She came late **because ~~there~~ ~~was~~ heavy traffic**.*

*She came late **due to the heavy traffic**.*

*e.g. It is a good company **since there is good management**.*

*It is a good company **owing to the good management**.*

* When we do not have either of the two structures above, we perform the following steps:

عندما لا تخضع الجملة المعقدة السببية للملاحظات أعلاه، فإننا نقوم بالتالي :

1) Change 'because/ since/ as' to 'because of/ owing to/ due to',

١) نحول (because/ since/ as) إلى (because of/ owing to/ due to)،

2) change the subject to a possessive adjective, ٢) نغير الفاعل إلى صفة تملك،

3) change the subordinate verb to either a noun or present participle.

٣) نغير فعل الجملة الثانوية إما إلى اسم أو إلى اسم فعل.

*e.g. She succeeded in the exam **because she studied hard**.*

*She succeeded in the exam **due to her hard study**.*

N. اسم

Exercise 19

Change the following complex sentences to simple ones:

1) They lost the battle because the enemy was strong.
2) She blamed her son as he acted selfishly.
3) I lost my job because I was ill.
4) Since she had treated him unfairly, he was displeased.
5) The man's life was saved because the doctor was skilled.
6) The patient may die since the doctor was careless.
7) Tom was imprisoned because he had been found with stolen goods.

■ Clause of Contrast 'Concession' ■ جمل التناقض

Although / على الرغم من / **though** على الرغم من / **even** مهما / **even if** حتى إذا

whatever مهما / **however** مع ذلك / **even though** حتى لو

Though (Although) + S. فاعل + V. (in present tense) فعل مضارع + ...S. فاعل + shall/ will + inf. مصدر مجرد

e.g. ***Though*** *he is ill, he will not go to the doctor.*

Though (Although) + S. فاعل + V. (in past tense) فعل ماض + ...S. فاعل + should/ would + inf. مصدر مجرد

e.g. ***Although*** *she was tired, she went to work.*

However + adj صفة + S. فاعل + be ...S. فاعل + shall/ will + inf. مصدر مجرد

e.g. ***However*** *cold it is, I shall go for a walk.*

However + adv. ظرف + S. فاعل + be ...S. فاعل + shall/ will + inf. مصدر مجرد

e.g. ***However*** *quickly he runs, he will not catch the train.*

Whatever + N. اسم + S. فاعل + V. فعل + be ...S. فاعل + shall/ will + inf. مصدر مجرد

e.g. ***Whatever*** *books he reads, he will never learn anything.*
Whatever *you say, I shall not listen.*

Even if + S. فاعل + V. فعل ...S. فاعل + V. فعل

e.g. ***Even if*** *he reads avidly, he will not pass the exam.*

Even though + S. فاعل + V. فعل + ...S. فاعل + shall/ will/ must + inf. مصدر مجرد

e.g. ***Even though*** *I've been taught to swim recently, I don't have to attempt such dives.*

Changing Complex Sentences into Simple Ones
تحويل الجمل المعقدة إلى بسيطة

To change a complex sentence into a simple one, we perform the following steps: لتغيير جملة التناقض المعقدة إلى جملة بسيطة، فإننا نقوم بالتالي:

1) change 'though/ although/ however/ whatever/ even if/ even though' to 'despite/ in spite of/ with all',

١) نغير (though/ although/ however/ whatever/ even if/ even though) إلى (despite/ in spite of/ with all)،

2) change the subordinate subject to a possessive adjective,

٢) نغير الفاعل إلى صفة تملك،

3) change the verb to either a noun or the present participle (*see **because** notes*).

٣) نغير الفعل إما إلى اسم أو اسم فعل، راجع الملاحظات التي وردت في موضوع تحويل (because) إلى جملة بسيطة.

e.g. He refused to call the doctor ***even though*** ***he*** ***had*** ***a*** ***bad*** ***fever***.

He refused to call the doctor ***despite*** ***the*** ***bad*** ***fever***.

e.g. ***Though*** *she talked nicely, I felt that she was insincere.*

In spite of *her nice speech, I felt that she was insincere.*

e.g. ***However*** *hot it is, I shall go for a walk.*

Despite *the heat, I shall go for a walk.*

e.g. ***Although*** *he is old, he works hard.*

In spite of *his old age, he works hard.*

e.g. ***Even if*** *she should find out, she will not do anything about it.*

Despite *her finding out, she will not do anything about it.*

e.g. ***Although*** *he made many mistakes, I admire him.*

Despites *his many mistakes, I admire him.*

e.g. ***Though*** *she has much money, she is unhappy.*

With all *her money, she is unhappy.*

e.g. ***Although*** *I did my best, I failed the exam.*

In spite of *my efforts, I failed the exam.*

e.g. I shall drink the soup ***although*** *it has a sour taste.*

I shall drink the soup ***in spite of*** *its sour taste.*

■ Clause of Result ■ جملة النتيجة

So... that // such... that إلى درجة

A clause of result is introduced by '**so... that**' or '**such... that**'

تبدأ جملة النتيجة بـ (such... that) أو (so... that)

... so + adj. صفة / adv. ظرف + that...

*e.g. He is so ill **that** he can't work.*

*My friend ran **so** quickly **that** he fell over.*

... such + a/ an + adj. صفة + N. اسم + that...

*e.g. She is **such** a fat girl **that** she can't fit through the door.*

Changing Complex Sentences into Simple Ones تحويل الجمل المعقدة إلى بسيطة

To change a complex sentence into a simple one, we perform the following steps: لتغيير جملة النتيجة المعقدة إلى جملة بسيطة، فإننا نقوم بالتالي :

1) change '**so**' or '**such**' to '**too**' if the sentence is negative,

١) نغير (**so**) أو (**such**) إلى (**too**) إن كانت الجملة منفية،

2) change '**so**' or '**such**' to '**enough**' if the sentence is affirmative,

٢) نغير (**so**) أو (**such**) إلى (**enough**) إن كانت الجملة مثبتة،

3) change '**that**' to '**to**'. ٣) نغير (that) إلى (to).

...too + adj. صفة + to + inf. مصدر مجرد

...adj. صفة / adv. ظرف + enough + to + inf. مصدر

*e.g. I ran **so** fast **that** I caught the bus.*

*I ran fast **enough** **to** catch the bus.*

*e.g. He is **such** an old man **that** he can't stand.*

*He is **too** old a man **to** stand.*

*e.g. The blouse is so dirty **that I** can't wear it.*

*The blouse is **too** dirty **to** wear.*

*e.g. The bag is so heavy **that** I can't lift it.*

*The bag is **too** heavy **to** lift.*

Note: We can insert (*for* + objective pronoun) after the adjective to keep the meaning intact.

لاحظ يمكن إدخال (*for* + ضمير في صيغة المفعول به) لتحافظ على المعنى.

*e.g. The question was **so** difficult **that I** couldn't answer.*

*The question was **too** diffucult (for me) **to** answer.*

■ Clause of Place ■ الجملة المكانية

Where حيث / **wherever** حيثما (أينما)

A clause of place is introduced by '**where**' or '**wherever**'

تبدأ الجملة المعقدة المكانية بـ (**where**) أو (**wherever**)

e.g. I found the money ***where*** *I left it.*

You find stupid people ***wherever*** *you go.*

London is the city ***where*** *I was born.*

Wherever *you go, I'll follow.*

Changing Complex Sentences into Simple Ones

تحويل الجمل المعقدة إلى بسيطة

*** Wherever**

Wherever + V. فعل + (ing)

e.g. ***Wherever*** *~~you~~* ***visit*** *Kuwait, you'll find oil.*

Wherever visiting *Kuwait, you'll find oil.*

*** Where**

1) of + Poss. Adj. صفة تملك + N. اسم

e.g. Iraq is the country ***where I*** *~~was~~* ***born***.

Iraq is the country ***of my birth***. *(or Iraq is* ***my birthplace****).*

Note: We change '**where**' to '**of**' when it is preceded by words like '**country**', '**city**', '**town**', '**place**', etc. **لاحظ أننا نغير (where) إلى (of) إذا سبقت بكلمات مثل: (contry/ city/ town/ place) الخ.**

2) about + poss. Adj. صفة تملك + N. اسم

e.g. We asked him ***where*** ***he*** ***was born****.*

↓ ↓ ↓

We asked him ***about*** ***his*** ***birthplace****.*

e.g. The police asked me ***where*** *I live.*

The police asked me ***about*** *my address.*

Note: We change '**where**' to '**about**' if the main verb is '**ask**' or '**want to know**'.
لاحظ أننا نغير (**where**) إلى (**about**) إذا كان الفعل الرئيس (**want to know/ ask**).

3) the place/ the direction of + N. اسم

e.g. The smoke will show from ***where*** *the wind ~~is~~ blo~~w~~ing.*

↓ ↘

The smoke will show ***the direction of*** *the wind.*

■ Clause of Manner ■ الجملة الأسلوبية

As though كما لو / **As if** كما لو / **As** كما

A clause of manner begins with **'as', 'as if'** or **'as though'**.

تبدأ جملة الأسلوب بـ (**as though** أو **as if** أو **as**)

*e.g. He did his work **as** he was ordered.*

*The girl ran **as if** she were a deer.*

*The woman treated him **as though** he were her son.*

> Note: We can also use '**in a way**' or '**in the way**' on condition that they are followed by *that*-clause.
> **لاحظ أنه يمكن استعمال (in a way/ in the way)، شريطة أن يتبعها جملة خبرية.**

*e.g. My mother treats him **in the way** that he was her son.*

*He behaves **in a way** that I don't understand.*

Changing Complex Sentences into Simple Ones

تحويل الجمل المعقدة إلى بسيطة

To change a complex sentence into a simple one, we use only **'as if'** or **'as though'**, followed by '*to*-infinitive', 'verb +ing' or 'P. P.'.

لتحويل الجملة الأسلوبية المعقدة إلى بسيطة، فإننا نستعمل فقط (as if/ as though) متبوعة بـ (to + مصدر مجرد) أو (فعل + ing) أو (التصريف الثالث).

*e.g. She ran inside **as if** she had escaped from jail.*

*She ran inside **as if** escaping from jail.*

e.g. He talked to her as though she had reminded him of something.

*He talked to her **as though** reminded him of something.*

■ Clause of Condition ■ الجملة الشرطية

If إذا (لو) / **Unless** ما لم / **Whether... or not** سواء ... أم / **the..., the** ... كلما

A Clause of Condition is introduced by '**if**', '**unless**' or '**whether**'

تبدأ الجملة الشرطية بـ (if) أو (unless) أو (whether).

* If

1) If + S. فاعل **+ present tense** زمن المضارع **..., S.** فاعل **+ shall/ will + inf.** مصدر مجرد

e.g. ***If*** *he* ***studies*** *hard, he* ***will pass*** *the exam.*

2) If + S. فاعل **+ past tense** زمن ماض **..., S.** فاعل **+ should/ would + inf.** مصدر مجرد

e.g. ***If*** *he* ***studied*** *hard, he* ***would pass*** *the exam.*

3) If + S. فاعل **+ past perfect** ماض تام **..., S.** فاعل **+ shall/ will +have +P.P.** التصريف الثالث

e.g. ***If*** *he* ***had studied*** *hard, he* ***would have passed*** *the exam.*

* Unless

1) Unless + S. فاعل **+ present tense** زمن المضارع **..., S.** فاعل **+ shall/ will + inf.** مصدر مجرد

e.g. ***Unless*** *he* ***studies*** *hard, he* ***will*** *not* ***pass*** *the exam.*

2) Whether + S. فاعل **+ present tense** زمن المضارع **...or not, S.** فاعل **+ shall/ will + inf.** مصدر مجرد

e.g. ***Whether*** *he* ***studies*** *hard* ***or not***, *he* ***will*** *not* ***pass*** *the exam.*

Exercise 20

Complete the following sentecnces

1) If he pays attention to the teacher, he ....
2) If he paid attention to the teacher, he ....
3) If he had paid attention to the teacher, he ....
4) Unless he pays attention to the teacher, he ....
5) Whether he pays attention to the teacher or not, he ....

Changing Complex Sentences into Simple Ones

تحويل الجمل المعقدة إلى بسيطة

* If

By (+ **Poss. Adj.** صفة تملك) + **inf.** مصدر + **(-ing)**

*e.g. **If** she works hard, she will pass the exam easily.*

↓ ↓

***By** working hard, she will pass the exam easily.*

Note: We change **'if'** into **'by'** if the sentence is affirmative.
لاحظ إننا نغير (**if**) إلى (**by**) إذا كانت الجملة مثبتة.

Without (+ **Poss. Adj.** صفة تملك) + **inf.** + **(-ing)**

OR

But for (+ **Poss. Adj.** صفة تملك) + **inf.** مصدر + **(-ing)**

*e.g. **If** she had not helped us, we would have died.*

***Without** her help, we would have died.*

*OR: **But for** her help, we would have died.*

Note: We change **'if'** into **'without'** or **'but for'** if the sentence is negative. لاحظ إننا نغير (**if**) إلى (**without** أو **but for**) إذا كانت الجملة منفية.

* Unless

Without (+ **Poss. Adj.** صفة تملك) + **inf.** + **(-ing)**

*e.g. **Unless** you do this, you will get into trouble.*

↓ ↓

***Without** doing this, you will get into trouble.*

* Whether... or not

With or without + N. اسم (or inf. + -ing)

e.g. ***Whether*** *she studies* ***or not****, she will not succeed.*

With or without *studying, she will not succeed.*

* the ..., the...

Inf. مصدر + (-ing) + more (harder, etc.)...

e.g. The more you read, the more you will understand.

Reading ***more****, you will understand more.*

e.g. The harder you work, the more money you earn.

Working ***harder****, you will earn more money.*

Note: When we delete '**the more**', '**harder**', '**quicker**', etc. we insert '**will**' or '**shall**', if there is none, after the subject of the second clause.

لاحظ عند حذف (**the more, the harder, the quicker**) من الجملة الثانية، فإننا نضيف (**Will**) أو (**shall**) بعد الفاعل.

e.g. The harder you work, the more money you earn.

Working ***harder****, you* ***will*** *earn more money.*

e.g. The quicker you start, the earlier you finish the report.

Starting ***quicker****, you* ***will*** *finish the report.*

Exercise 21

Change the following complex sentences into simple ones:

1) Whether she gives me permission or not, I'll leave the room.
2) If I had walked quickly, I could have caught the bus.
3) Unless you play well, you will lose the match.
4) If you do not help me, I cannot finish the report.

■ Clause of Comparison ■ جملة المقارنة

as... as / not as (so)... as / more... than/ ... er than

*e.g. She is **as** clever **as** Ahmad (is).*
*Mona is **not as** tall **as** Noor (is).*
*Sara is **more** beautiful **than** Huda (is).*
*This road is wid**er than** that road.*

Changing Complex Sentences into Simple Ones
تحويل الجمل المعقدة إلى بسيطة

*** as ... as**

Similar to ... in + N. اسم

*e.g. She is **as** clever **as** Ahmed (is).*
*She is **similar to** Ahmed in cleverness.*

Note: We change the adjective between the '**as ...as**' to a noun following '**in**'.
لاحظ إننا نغير الصفة المحصورة بين الأداة (as ... as) إلى اسم يأتي بعد (in).

*** not as (so) ... as / more ... than / ... er than**

Different from ... in + N. اسم

*e.g. Layla is **not as** beautiful **as** Sara (is).*
*Layla is **different from** Sara in beauty.*

Lesson Twenty Two: Tenses الأزمنة

English Name	Arabic Name	Its adverbs ظروفه
1) **Simple Present Tense** Inf. مصدر مجرد + (-s) or (-es) **Plays**	المضارع البسيط	1) **facts** حقائق 2) **habits** عادات * every day, every week... * once a week, twice a day... * always, often, usually, rarely, sometimes, frequently...
2) **Simple Past Tense** **played**	الماضي البسيط	1) **yesterday, ago, last, in the past...** 2) ***if*-clause** (type 2 النوع الثاني) 3) **wish/ it is time...**
3) **Simple Future Tense** will/ shall + Inf. مصدر **will/shall play**	المستقبل البسيط	**tomorrow, soon, next, in (the) future...**
4) **Present Con. Tense** is/ are/ am + inf. + (-ing) **am/ is/ are playing**	المضارع المستمر	1) **now, nowadays, these days, at the present time, at this moment, presently...** 2) **Look! / listen! / hear! /Be quiet...**
5) **Past Con. Tense** was/ were + inf. +(- ing) **was/ were playing**	الماضي المستمر	**When / while/ as**
6) **Future Con. Tense** will/ shall be +inf. +(-ing) **will/ shall be playing**	المستقبل المستمر	نستفاد من ظروف المستقبل البسيط مع التركيز على الاستمرارية.
7) **Present Perfect Tense** has/ have + P.P. التصريف الثالث **has/have played**	المضارع التام	1) **since / for/ all** week/ **all** day/ **all** month ... 2) **recently/ lately/ so far/ up to now/ before...** 3) **in the past (last) few** days...
8) **Past Perfect Tense** had + P.P. **had played**	الماضي التام	1) **since/ for** + إشارة للماضي 2) ***if*-clause** (type 3 النوع الثالث) 3) **after/ before**
9) **Future Perfect Tense** will/ shall + have +P.P. **will/ shall have played**	المستقبل التام	**Since / for** + إشارة للمستقبل
10) **Present Perfect Con. Tense** has/ have +been + inf.+ (-ing) **has/ have been playing**	المضارع التام المستمر	نستفاد من ظروف المضارع التام البسيط إن أردنا التركيز على استمرارية الحدث.
11) **Past Perfect Con. Tense** had+ been + inf. + (-ing) **had been playing**	الماضي التام المستمر	نستفاد من ظروف الماضي التام البسيط إن أردنا التركيز على استمرارية الحدث.
12) **Future Perfect Con. Tense** will/shall+have+been+inf.+ing **will/ shall have been playing**	المستقبل التام المستمر	نستفاد من ظروف المستقبل التام البسيط إن أردنا التركيز على استمرارية الحدث.

■ Simple Present Tense ■ المضارع البسيط

Its form شكله

It is the first form of the verb; it has (-s/es) when the subject is (**he/ she/ it**) or singular noun.

هــو الشكل الاول للفعل، و ينـتهي بـ (s–) أو (es–) عنـدما يكون الفـاعل اسـماً مفـرداً أو (he/ she/ it).

e.g. He plays football every day.
They always visit their mother.

Its uses استعمالاته

* *It expresses facts* للتعبير عن الحقائق

e.g. The sun rises in the east.
The sun sets in the west.

* *It expresses general habits or customs* للتعبير عن العادات

- ***every*** + time: every day, every week, every month, every year, etc.
  (daily/ per day) (weekly/ per week) (monthly/ per month) (yearly/ per year)
- **Adverbs of Frequency**: usually عادةً, often غالباً, always دائماً
  sometimes أحياناً, ever في أي وقت, never أبداً, generally عموماً
  frequently تكراراً, occasionally أحياناً, rarely نادراً, seldom نادراً, etc.
- once a day, twice a week, thrice (three times) a month, four times a year, etc.

*e.g. She goes to bed at 10 o'clock **every night**.*
*She **often** goes to the cinema.*
***Occasionally**, he drinks coffee with cream.*
*My sister **never** eats tripe.*
*I observe prayer **five times a day**.*

■ Negative & Interrogative ■ النفي والاستفهام

* The negative is formed by putting '**do not**' or '**does not**' before the verb and dropping the '-s' or '-es' from the end of the verb.

ينفى الفعل المضارع البسيط بوضع (do not) أو (does not) قبله مع حذف (s-) أو (es) من نهايته.

e.g. He works hard. ⟶ *He does not work hard.*
They play tennis daily. ⟶ *They do not play tennis daily.*

* The interrogative is formed by putting '**do**' or '**does**' at the beginning and dropping the '-s' or '-es' from the end of the verb.

تحول جملة المضارع البسيط إلى استفهام بوضع (does) أو (do) في بداية الجملة مع حذف (s-) أو (es-) من آخر الفعل.

e.g. They drink tea with sugar. ⟶ *Do they drink tea with sugar?*
Ahmed goes to church on Sunday. ⟶ *Does Ahmed go to church on Sunday?*

■ Present Continuous Tense ■ المضارع المستمر

Its form شكله

It consists of '**am/ is/ are**' + infinitive + '**-ing**'.

يتالف من + (is/ are/ am) + مصدر مجرد + (ing-).

*e.g. He **is reading** now.*
***I am playing** tennis at the moment.*
*They **are swimming** now.*

Its uses — استعمالاته

* It expresses an action taking place at the time of speaking which is not yet finished.

يستعمل زمن المضارع المستمر للتعبير عن حدث وقع في لحظة التكلم ولم يكتمل لحد الآن.

e.g. He <u>is writing</u> English now.
They <u>are listening</u> to the radio at this moment.

Adverbs: now الآن, at this moment في هذه اللحظة, at the present time في الوقت الحاضر
nowadays (these days) في هذه الأيام, presently حالياً, currently حالياً, etc.
Imperative verbs: look! انظر, !hear اسمع, !listen اصغ, be quiet كن هادئاً, etc.

e.g. Look! He <u>is trying</u> to repair his car.
She <u>is learning</u> French at the moment.
He <u>is building</u> his own house presently.
Keep quite! I <u>am trying</u> to concentrate.

■ Negative & Interrogative — ■ النفي والاستفهام

* The negative is formed by putting '**not**' after the auxiliary.

ينفى زمن المضارع المستمر بوضع (not) بعد الفعل المساعد.

e.g. He is working now. ⟶ *He <u>is</u> **not** working now.*
They are playing football. ⟶ *They <u>are</u> **not** playing football.*

* The interrogative is formed by inverting the subject and the auxiliary.

تحول جملة زمن المضارع المستمر الى استفهام بتقديم الفعل المساعد على الفاعل.

e.g. She is writing a letter to her family.
***Is** <u>she</u> writing a letter to her family?*
e.g. They are painting their house nowadays.
***Are** <u>they</u> painting their house nowadays?*

Do not use the Continous Tenses with the following verbs:

لا تستعمل الأفعال أدناه مع الأزمنة المستمرة.

Verbs of Sensation أفعال الحواس: see, smell, taste, feel, recognise, notice, etc.

Verbs of Emotion أفعال الانفعالات: love, hate, despise, like, dislike, adore, want, desire, refuse, forgive, wish, care, etc.

Verbs of Thinking أفعال التفكير: think, believe, realise, understand, expect, know, mean, remember, forget, trust, mind, etc.

Some Others أفعال أخرى: seem, appear, belong, own, owe, possess, contain, consist, keep, continue, concern, matter, be, have, etc.

Adding (-ing) to the Verb: **إضافة (-ing) للفعل:**

* When '-ing' is added to a verb ending in '-e', the '-e' is dropped.

نحذف الـ (-e) من الأفعال المنتهية بـ (-e) عند إضافة الـ (-ing) لها.

e.g. drive ⟶ driving // forgive ⟶ forgiving
escape ⟶ escaping // write ⟶ writing

* When '-ing' is added to a verb ending in a consonant preceded by a vowel, the consonant is doubled.

إن كان الفعل منتهياً بحرف صحيح مسبوق بحرف علة واحد، فإننا نضعف الحرف الصحيح قبل إضافة (-ing).

e.g. put ⟶ putting // sit ⟶ sitting // win ⟶ winning, etc.

* When '-ing' is added to a verb ending in '-ie', the '-ie' is changed into '-y'.

إذا كان الفعل منتهياً بـ (-ie) فإنها تقلب إلى (-y) عند إضافة (-ing) له.

e.g. die ⟶ dying // lie ⟶ lying, etc.

Exercise 22

Correct the verb in parenthesis:

1) The sun (rise) in the east; now it (set) and night (fall).

2) Where (be) you? "I (sit) in the kitchen". What you (do) there? "I (help) my mother".

3) It (rain) in winter. It (rain) now.

4) My Mother (cook) some food in the kitchen presently; she always (cook) in the morning.

5) Look! A man (run) after the train. He (want) to catch it.

6) You (understand) the present simple tense now.

7) It (be) very cold now. you (think) it (freeze)?

8) Wood (float) on water, but iron (not float) on water.

9) He (phone) his family three times a month.

10) My father (not like) to travel nowadays.

■ Simple Past Tense ■ الماضي البسيط

Its Form شكله

It is the second form of the verb: إنه شكل الفعل الثاني

e.g. go ⟶ went// help ⟶ helped// play ⟶ played

Its Uses استعمالاته

* It is used to express an action completed in the past.

يستعمل الماضي البسيط للتعبير عن حدث تم في الماضي.

*e.g. He **went** to visit his friend two days **ago**.*

* It is used with the following adverbs: **'yesterday'**, **'ago'**, **'last'** and **'in the past'** and a year in the past.

يستعمل مع هذه الظروف (**yesterday/ ago/ last/ in the past**) وكذلك سنة في الماضي.

*e.g. They <u>built</u> their house **in 1970**.*
*She <u>went</u> to Baghdad **last** month.*

* It is used after **'it's time'**, **'as if'**, **'if'**, **'if only'** and **'wish'** when unreal situations are imagined.

تستعمل بعد (**it's time/ as if/ if/ if only/ wish**) عندما نتصور حالة غير حقيقية.

*e.g. **It's time** we **<u>left</u>**.*
***If I <u>were</u>** there, everything would be all right. (see if-clause)*
***I wish I <u>could</u> remember** the address.*

* Its used after '**would rather**' and '**would sooner**' when the preference concerns a person who is not the subject of '**would**'.

يستعمل بعد (would rather/ would sooner) عندما يتعلق التفضيل بشخص ليس فاعلاً لـ (would).

e.g. ***I would rather*** *they* ***came*** *tomorrow.*
S. فاعل S. فاعل

e.g. ***I would sooner*** *you* ***did*** *it now.*

• Negative & Interrogative • النفي والاستفهام

* The negative is formed by inserting '**did not**' before the verb and changing the form of the verb into the first form.

نضع (did not) قبل الفعل عندما نريد أن ننفي الجملة ونحول الفعل إلى شكله الاول (المصدر).

e.g. I <u>held</u> the meeting yesterday.

I ***did not*** *<u>hold</u> the meeting yesterday.*

e.g. They <u>built</u> their house in 1970.

They ***did not*** *<u>build</u> their house in 1970.*

* The interrogative is formed by inserting '**did**' at the beginning of the sentence and changing the form of the verb into the first form.

نضع (did) في بداية الجملة ونحول الفعل إلى شكله الاول (المصدر) عند الاستفهام.

e.g. He went to London last week.

Did *he go to London last week?*

e.g. Sara visited her family yesterday.

Did *Sara visit her family yesterday?*

■ Past Continuous Tense ■ الماضي المستمر

Its Form شكله

It consists of '**was/ were** + inf. + **-ing**'.

يتألف من (**was/ were**) + مصدر مجرد +(**-ing**).

e.g. She ***was reading.***

They ***were playing*** *tennis.*

* It is used with '**while**', '**when**' and '**as**' to indicate the occurrence of two actions; one of which (simple past tense) that took place in the middle of the other (past continous tense).

نستعمل الماضي المستمر مع هذه الكلمات (***as/ while/ when***) لنعبّر عن وجود حدثين، أحدهما اعتراضي (أكثر أهمية) يكون ماضياً بسيطاً والآخر مستمر (أقل أهمية) يكون ماضياً مستمراً.

e.g. ***While*** *I was reading, my friend phoned.*

As *she was walking home, she met her friends.*

When *they were eating dinner, the bell rang.*

Note: In some cases, the two tenses might be in the past continous tense. لاحظ أنه في بعض الحالات قد يكون الزمنان (ماضيين مستمرين).

e.g. ***When I*** *was reading the newspaper, my brother was preparing for his exam.*

Exercise 23

Supply the correct tense:

1) As I (get) off the tram, I (slip) and (break) my leg.
2) I (meet) him as I (cross) the road.
3) He (buy) a car like mine a month ago.
4) While you (play) the piano, I (write) a letter.
5) He (not like) to play whilst others (study).
6) I (tell) him he should not read whilst he (eat).
7) When I (see) him, he (sing) and (smoke) a cigar at the same time.
8) The dog (bite) her on the ankle while she (watch) TV.
9) If Selma (see) the camera, she would buy it.
10) You (be) in England last year?

■ Simple Future Tense ■ المستقبل البسيط

Its Form شكله

It is formed by using '**shall / will**' + inf.

يتألف من (مصدر مجرد + shall/ will).

> *e.g. I **shall go** to visit my friend tomorrow.*
> *He **will travel** to Egypt next week.*

Its Uses استعمالاته

* It is used with the following adverbs: '**tomorrow**', '**soon**', '**shortly**', '**next**' and '**in (the) future**' to indicate that something will happen in the future.

يستعمل المستقبل البسيط مع هذه الظروف (tomorrow/ soon/ shortly/ next/ in (the) future) للتعبير عن أحداث في المستقبل

> *e.g. I shall write my essay **tomorrow**.*
> *Yousif will be in London **next** month.*

• Mere Future & Promise/ Intention... المستقبل المجرد والوعد / النية... •

To form future tenses, we use one of two auxilaries '**shall**' or '**will**' followed by an infinitive. There are two forms of expression in the future tense:

a) Mere Future and
b) promise/ intention/ command/ determination/ emphatic, etc.

علينا أن نستعمل أحد الفعلين المساعدين (shall/ will) متبوعاً بمصدر مجرد للتعبير عن المستقبل؛ إذ يوجد صيغتان : (أ) المستقبل المجرد و(ب) وعد / نية / أمر / تصميم / توكيد ....

Mere Future المستقبل المجرد	Promise/ Intention... وعد / نية
I/ we shall	I/ we will
He/ she/ you/ they/ it will	He/ she/ you/ they/ it shall

Hence, in the following sentence *"I will read your email and then I shall understand what you want me to do"*, **'I will'** denotes a promise or intention, whereas **'I shall'** expresses mere future time.

لذا (I will) تعني وعداً أو تصميماً، في حين (I shall) تعني مستقبلاً مجرداً في المثال أعلاه.

> Note: If a clause is introduced by **'that'** followed by 'intend', 'desire' 'demand' or 'be anxious', **'shall'** is to be used for all persons.
>
> **لاحظ أنه عندما تبدأ الجملة الثانوية بـ (that) تلي أحد هذه الافعال (demand / be anxious / intend/ desire) فيفترض استعمال (shall) لجميع الاشخاص.**

e.g. It is <u>intended that</u> this book <u>shall</u> be of use to foreign students.

• *Going to*-Form • المستقبل مع النية

Going to-Form	I Will/ He Shall
* It implies a premeditated intention, often with a plan. تتضمن قصداً متعمداً غالباً ما يكون مخططاً له. * It refers to the relatively immediate future. تشير إلى المستقبل القريب.	* Implies only intention, which is usually not premeditated. تتضمن مجرد قصد وهذا القصد لا يكون متعمداً. * It can refer to either the immediate or more distant future. قد تشير إلى المستقبل القريب أو المستقبل الأبعد. * In the negative 2nd and 3rd person ***won't*** is stronger than ***not going to***. في النفي وخصوصاً الشخص الثاني والثالث، (won't) أكثر قوة من (not going to).
e.g. I've bought some bricks and an axe; I am going to build a garage. *e.g Tom has borrowed the axe he is going to chop some wood.* *e.g. He is studying hard; he is going to try for a scholarship.*	*e.g. There is somebody at the door. I will go and open it.* *e.g. My car won't start. I will give it a push.*

■ Continuous Future Tense ■ المستقبل المستمر

Its Form شكله

It consists of **'shall/ will + be'** + inf. + **'ing'**.

يتألف من (**shall/will** + **be** + مصدر مجرد + **ing**).

*e.g. At ten o'clock in the morning I **shall be sleeping**.*

Its Uses استعمالاته

* It is used in the same way that we use the **Simple Future Tense**, however, we focus on the action rather than the result of it, as the action has not occured yet.

نستعمل المستقبل المستمر بالطريقة ذاتها التي نستعمل بها المستقبل البسيط (أي نستفاد من ظروف وحالات المستقبل البسيط)، ولكن مع المستقبل المستمر فإننا نركز على استمرارية الفعل وليس النتيجة.

*e.g. From 7pm to 9pm this evening, there is an interesting film on TV; I **shall be watching** it.*

Compare the following two sentences: قارن هاتين الجملتين:

*e.g. I **shall sleep** when they arrive.* سوف أنام عندما يحضرون (التركيز على النتيجة)

*e.g. I **shall be sleeping** when they arrive.* سوف أكون نائماً عندما يحضرون (التركيز على استمرارية النوم)

■ Simple Present Perfect Tense ■ المضارع التام البسيط

Its Form شكله

It consists of **'has/ have'** + 'P.P' يتألف من (**has/ have** + التصريف الثالث).

*e.g. I **have lived** here for two years.*
*He **has played** for that team since 1990.*

Its Uses استعمالاته

* It is used when talking about an action that began in the past and has continued to the present, i.e. bridging the past and the present.

يستعمل عندما نريد أن نتكلم عن حدث يبدأ بالماضي ويلتصق بالحاضر، أي يكون بمثابة الجسر الذي يربط الماضي بالحاضر.

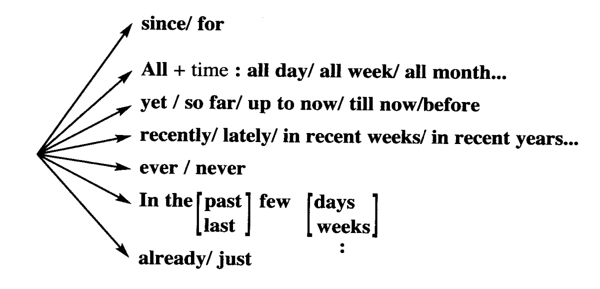


e.g. I have taught English for two years.

* It often has implicit present relevance. قد يحمل هذا الزمن معنى الحاضر.

e.g. Summer has gone. (winter is coming.)

* It is used with the following adverbs: يستعمل مع هذه الظروف



*e.g. He has **already** finished the report.*

*I have not seen him **since** 1990.*

*My sister has visited me **recently**.*

*He has been ill **over the last few** months.*

Note: '**Just**' and '**already**' are positioned between the auxiliary and the main verb, whereas '**before**', '**yet**', '**till now**', '**so far**', '**lately**', '**recently**' and '**up to now**' are positioned at the end of the sentence.
لاحظ أن (already /just) تاتي بين الفعل المساعد والفعل الرئيس، في حين (till now/ so far/ lately/ recently/ yet / before/ up to now) فإنها تقع في نهاية الجملة.

Since & For

Since منذ	For منذ / لمدة
It is used تستعمل مع هذه الحالات * with days of the week: *Since Sunday, Monday* * before years: *Since 2000* * ordinal numbers: *Since first/ second...* * before meals: *Since* breakfast/ dinner... * before 'Christmas' / 'birthday'	It is used in all other cases تستعمل مع الحالات الأخرى.

*e.g. I have not seen him **since** 1999. BUT (I have not seen him **for** ten years).*

*e.g. He has lived in Iraq **for** a long time. BUT (He has lived here **since** Sunday).*

Ever & Never

* '**Ever**' is used in interrogative and negative sentences

تستعمل (ever) في الجمل الاستفهامية والمنفية.

*e.g. Have you **ever** seen an elephant?*

*I haven't **ever** seen an elephant.*

* '**Never**' is used in affirmative sentences, often as a reply to a question containing '**ever**'.

تستعمل (**never**) كجواب للسؤال المحتوي على الأداة (**ever**).

*e.g. Have you **ever** seen an elephant?*

*No, I have **never** seen an elephant.*

Yet

* '**Yet**' is used in interrogative and negative sentences.

تستعمل (yet) في الجمل الاستفهامية والمنفية.

* '**Yet**' is changed into '**already**' or '**just**' in affirmative sentences.

تحول (yet) إلى (already/ just) في الجمل المثبتة.

*e.g. Has he come back **yet**? No, he has not come back yet.*

*Yes, he has **already** come back.*

■ Present Perfect Continuous Tense ■ المضارع التام المستمر

Its Form شكله

It consists of '**have/ has + been** + inf. + **ing**'.

تتألف من (**have/ has + been** + مصدر مجرد + **ing**)

*e.g. I **have been working** in this city for ten years.*

*He **has been waiting** for a long time.*

Its Uses استعمالاته

* It is used when talking about an action that began in the past, has continued to the present and is still in progress. The focus is on the action, not the result of it.

نستعمل المضارع التام المستمر عندما نتكلم عن حدث بدأ في الماضي والتصق بالحاضر ومازال مستمراً، أي نركز على الحدث وليس النتيجة.



*e.g. I **have been working** in London for ten years.*
*He **has been living** in Basra since 1975.*
*How long **have** you **been learning** English?*
*I **have been learning** English for many years.*

* It is used when talking about actions that began in the past and have just finished.

نستعمل المضارع التام المستمر عندما نتكلم عن حدث بدأ في الماضي وانتهى تواً.

*e.g. Finally, I **have been waiting** for hours.*
*Thank God. It **has been going** on for days.*

■ Simple Past Perfect Tense ■ الماضي التام البسيط

Its Form شكله

It consists of '**had**' + 'P.P.'. تتألف من (had + التصريف الثالث) .

*e.g. I **had helped** him.*
*He **had played** with me.*

Its Uses استعمالاته

* It is used in reported speech to replace the present perfect or simple past tense when the introductory verb is in the past tense.

يستعمل الماضي التام في الكلام المباشر وذلك لأنه يحل محل المضارع التام والماضي البسيط عندما يكون فعل جملة القول في الماضي.

*e.g. He said, "I **have seen** her."*
↘
*He said that he **had seen** her.*
*e.g. She said, "I **saw** her last year."*
↘
*She said that she **had seen** her the year before.*

* It is used with '*type* 3' conditional sentences.

يستعمل الماضي التام في الجمل الشرطية (النوع الثالث).

*e.g. If I **had known** the arrival time, I would have met you.*

* It is used with adverbs of present perfect tense '**since**', '**for**' or '**yet**' if there is a refernce to the past tense.

يستعمل مع ظروف المضارع التام (since/ for/ yet) إن وجدت إشارة للماضي.

*e.g. **By 1998**, I had taught English **for** two years.*



*e.g. <u>When I wrote the email</u>, he **had** not <u>yet</u> **completed** the report.*
*<u>Last year</u>, I **had played** for this team <u>for</u> three months when he released me.*

* It is used before '**before**' and after '**after**'.

تستعمل قبل (before) وبعد (after).

*e.g. <u>After</u> I **had finished** my work, I went to visit my family.*
*I **had finished** my work <u>before</u> I went to visit my friend.*

Lesson Twenty Two: Answers to Exercises
إجابة الأسئلة

To answer a question, we start with the subject, then follow with the verb and the complement respectively.

للإجابة على السؤال يجب أن نبدأ بالفاعل (حيث نجده بعد الفعل المساعد في السؤال)، ثم نأخذ الفعل المساعد نفسه ما عدا (did /does /do) المثبتة حيث تحذف عند الإجابة ونستمر.

> Note: Question words and question marks should be deleted before starting to answer a question.
>
> لاحظ أن أداة السؤال وعلامة الاستفهام يجب أن تحذفا عند الإجابة.

e.g. ***When** did you meet her?* ***Yesterday**.* — * يكون جواب الأداة (متى - *when*) ظرف زمان.

e.g. ***Where** can we meet you? At the station.* — * يكون جواب الأداة (أين - *where*) اسم مكان.

e.g. ***What** does she do?* ***Plays tennis**.* — * ويكون جواب الأداة (ماذا - *what*) اسم شيء أو مهنة.

e.g. ***How** do you go to school?* — *يكون جواب الأداة (كيف - *how*)

- By car. — - واسطة نقل + *by*

e.g. How are you?

- Well. — - ظرف حال: (*-ly , well , hard , fast*)

e.g. Why do you want to learn English? — * يكون جواب الأداة (لماذا - *why*)

- Because I want to work in London. — - جملة + *because*

e.g. Why did she go to Egypt?

- To see her sister. — - مصدر مجرد *to + inf.*

e.g. Who asked this question? — * يكون جواب الأداة (من - *who*)

- Tom. — - فاعل عاقل

e.g. Whom did you visit? — * يكون جواب الأداة (من - *whom*)

- Ahmed. — - مفعول به عاقل

e.g. Whose car is this? — * يكون جواب الأداة (أي - *whose*)

- My car — - صفة تملك + اسم

- Mine — - ضمير تملك

e.g. Which girl do you mean? — * يكون جواب الأداة (أي - *which*)

- The tall girl. — - اسم + صفة + *the*

- The girl with long hair — - اسم + صفة + *with* + اسم + *the*

e.g. How many brothers do you have? *يكون جواب الأداة (كم - *how many*)

- Three brothers. - اسم جمع + رقم

e.g. How much sugar do you want? * يكون جواب الأداة (كم / بكم - *how much*)

- 2 Teaspoons *(.... much, a lot of, a little)* -

e.g. How much is it?

- Three dollars. - عملة + رقم

e.g. How often does she visit you? *يكون جواب الأداة (كم عدد المرات - *how often*)

- Four times a week. *once / twice/ thrice /* رقم *+ times* -

e.g. How long have you been working here? * يكون جواب الأداة (ما طول المدة - *how long*)

- For three months - اسم + رقم + *for*

- Since October. - اسم + *since*

e.g. How far away is Edinburgh? * يكون جواب الأداة (ما البعد - *how far*)

- Three miles. - رقم + *Km*

لاحظ أيضاً ما يلي:
- السؤال المبدوء بفعل مساعد يكون حله إما (Yes) أو (No)
- عند وجود (or) في السؤال ،نبدأ بـ (.S. + V. + Comp) ثم نأخذ إما الجزء الذي يسبق (or) أو الجزء الذي يليها .
- عند وجود (?... do ... do) في السؤال تحذف كلها
(?... does ... do)
(?... did ... do)
ويكون الحل كالآتي : تكملة Comp. + فعل V. + فاعل S.

Ex: Read the passage below carefully and then answer the following questions:

Why did Napoleon decide to sell the Louisiana Territory?

Probably nobody will ever know all the facts. However, it is possible to guess at his reasoning. His plan to conquer the New World had not gone well since yellow fever destroyed most of his army. He had received the news that there were about twenty British warships in the Gulf of Mexico ready to attack New Orleans. Hence, Napoleon knew that he could not defend Louisiana any more. Besides, the French Treasury was not in good shape, so he deemed it better to sell the land immediately and use the money to fund the war effort.

1) Why did Napoleon decide to sell the Louisiana Territory ?

١) لماذا قرر نابليون أن يبيع مقاطعة لويشيان؟

- He decided to sell it because he knew that he could not defend it any more; besides, the French Treasury was not in good shape.

عندما أدرك أنه لا يستطيع أن يدافع عنها ، بالإضافة الى ذلك ، فإن المالية الفرنسية لم تكن بحالة جيدة .

2) What news did Napoleon receive? ٢) ما الأخبار التي وصلت إلى نابليون؟

- He received news that there were about twenty British warship in the Gulf of Mexico, and they were ready to capture New Orleans.

لقد وصلت أخبار إن هنالك حوالي عشرين سفينة حربية بريطانية في خليج المكسيك وهي مستعدة لمحاصرة ....

3) What happened to Napoleon's army? ٣) ماذا حدث لجيش نابليون؟

- Yellow fever destroyed most of his army.

لقد فتكت الحمى الصفراء بمعظم جيشه.

4) What did Napoleon decide to use the money made from selling the Louisiana Territory for?

٤) لأي شيء قرر نابليون أن يستعمل نقود بيع المقاطعة؟

- He decided to use the money from the sale of the Louisiana Territory for gunpowder and battleships. لشراء البارود والسفن.

5) How had his plan of conquering the New World gone?

٥) كيف سارت خطته لمهاجمة العالم الجديد؟

- It had not gone well. لم تسر سيرا حسنا.

6) Suggest a suitable title for this passage. ٦) اقترح عنواناً مناسباً لهذه القطعة.

- The sale of the Louisiana Territory بيع مقاطعة لويشانا

7) Suggest synonyms for the following words: ٧) أعط مرادفات للكلمات أدناه:

a) conquer (V.): *defeat or supress.* أ - يحتل / يهاجم / يغلب

b) destroy (V.): *break to pieces.* ب - يحطم / يفتك

c) defend (V.): *protect against/ support.* ج - يحمي / يدافع عن

d) immediately (Adv.): *at once.* ء - حالا

Ex: Read the passage below carefully and then answer the following questions:

After re-surfacing, the diver informed the captain that he had discovered a metal safe in the sunken ship. He said that the safe was sealed and explosives would be required to open it. The diver

descended again, this time with explosives which he attached to the door of the safe before quickly re-surfacing. After a few moments, the explosives were set off, sending up a shower of water. Once the water settled, the diver returned to examine the contents of the safe. With the aid of a lamp light, he saw shiny metal. Upon closer examination, he discovered that there were gold bars inside. Now very excited, he grabbed one and returned to the above waiting ship.

1)What did the diver find in the wreck?

١) ماذا وجد الغواص في السفينة المحطمة؟

- He found a metal safe. لقد وجد خزانة معدنية.

2) How many times did the diver go down to the sunken ship?

٢) كم مرة نزل الغواص الى السفينة الغرقى (المغمورة).

- He went down to it three times. لقد نزل إليها ثلاث مرات.

3) How was the metal safe opened? ٣) كيف فتحت الخزانة المعدنية؟

It was opened using explosives .

لقد فتحت باستخدام عدد من المتفجرات.

4) When did the diver become excited? ٤) متى فرح الغواص؟

- He became excited when he discovered gold bars inside the safe.

لقد فرح عندما رأى قوالب ذهبية داخل الخزانة بعد فتحها.

5) Suggest a suitable title for this passage. ٥) اقترح عنواناً لهذه القطعة.

- The Metal Safe الخزانة المعدنية

6) Suggest synonyms for the following words: ٦) اعط مرادفات للكلمات التالية:

a) sunken (Adj.): *that has gone to the bottom of the sea.*

أ - غائرة / غارقة

b) set off (ID.): *cause a bomb to explode.* ب - ينفجر

c) settle down (ID.): *become calm.* ج - يهدأ / يستقر

d) blow up (ID.): *explode.* ء - تنسف / تنفجر



PART TWO
الجزء الثاني

Writing
الكتابة

Lesson One: Writing a Composition: كتابة الانشاء

هنالك نوعان من الانشاء:

أ) إنشاء موجه (Guided Composition)، وهذا النوع من الإنشاء يكون على شكل أسئلة وإجابات قصيرة تعطى بعد السؤال وعلى الطالب تنظيمها على شكل قطعة إنشائية خالية من الأرقام وذات معنى ولها عنوان.

Ex: *Answer the questions below using the clues* (مفتاح) *given. Write your answers as paragraphs* (مقاطع)*. Give it the title* (عنوان) *"Hunting".*

1. What does your uncle like doing? (hunting)
2. Where did he go last week? (to a farm outside the city)
3. Who went with him? (his friend Zeki)
4. How long did they stay there? (five days)
5. What did they hunt? (some foxes)
6. When they returned home, how did they feel? (tired)

ملاحظات

* يجب تثبيت العنوان وسط الصفحة.
* يجب ترك مجال عند كتابة الجملة الأولى.
* ملاحظة: يجب تغيير الضمير (you) الى (I) أو (we).
* يجب تغيير الضمير (your) الى (my).
* عند حذف (does) يجب إضافة (s) أو (es) للفعل الذي يليه .
* عند حذف (did) يجب تغيير الفعل الى حالة الماضي.

Hunting

My uncle likes hunting. He went to a farm outside the city last week. His friend, Zeki, went with him. They stayed there for five days. They hunted some foxes. When they returned home, they felt tired.

كما أن هنالك إنشاءً موجها يكون على شكل أسئلة فقط بدون إعطاء إجابات قصيرة، وهذا النوع إما أن يكون موضوعا مدروسا أو موضوعا عاما .

Ex: Answer the following questions as paragraphs. Suggest a suitable title for it.

1. Who was Shylock?
2. Where did he live?
3. Why did the Venetians hate him?
4. Why did he hate Antonio?
5. Did he agree to lend Antonio money?

Shylock was a Jewish usurer. He lived in Venice. The Venetians hated him because he demanded high interest payments on loans. He hated Antonio partly because Antonio showed publicly his hatred of Shylock's hard character but mainly because he used to lend money without demanding interest, which caused Shylock to lose business. Shylock agreed to lend Antonio 3,000 ducats in order to exact revenge on Antonio. His condition for the loan was that he would cut a pound of flesh from any part of Antonio's body if Antonio failed to pay him back in full by the agreed deadline.

ب) إنشاء حر (Composition Free) وفي هذا النوع من الإنشاء، يكتفى بإعطاء عنوان فقط وعليك أن تكتب عنه.

Ex: Write about "Libraries"

A library is a place where books are available to read. The person who is responsible for a library is called a librarian. There are several kinds of libraries: private library, public library, school library, university library, etc.
Every city and town in Iraq has a public library. Using public libraries is free, but most do not lend books.
The library is a place for study and reading; therefore, you should take good care of the books and not write in them. You should also remember to always keep quiet and not to disturb other readers whilst in the library.

Ex: Write about 'Your City'.

Baghdad

Baghdad is the capital of Iraq; it is a big city and very crowded. Its population is about seven millon inhabitants, which is relatively large compared with other Arab capitals. When visiting it, you will be immediately struck by the way the city has recently developed. It is situated in the middle of the country, south of Salahuldin, north

of Wasit, south west of Dialah and south east of Al-Anbar. It is about 500 kms from Basra, which is one of the world's oldest cities, and about 450 kms south of Mosul.
Visting Baghdad, you will see many interesting views, including Al-Zawra Park, which is roughly as big as Hyde Park in London as well as Abunua'as Street, which is situated on the bank of the Tigris.
At sunrise, or sometimes as early as first dawn, most people in Baghdad awaken to go either to work or to school; only the elderly who stay at home.
At first sight, the city appears very crowded and noisy, but on closer inspection one realises that it is very exciting and that it is very easy for tourists to enjoy themselves and move from one area to another by using buses, including double deckers like those in London, or taxis.
In general, the city is a place where both young and elderly people can enjoy life. The impression one gets is that of an ancient city as well as a modern one. It is difficult for someone to describe something that they love, but what I can say is that I hope that I can visit Baghdad, my city, again in future.

■ Key expressions: ■ تعابير مفيدة

1) It has a population of .../ or It has... inhabitants.
2) Most people work in ....
3) Most people get up early to go either to ... or to ... .
4) It is situated in the middle/ west/ east/ south of ... .
5) It is situated on the coast.
6) It is about ... kms from.... / or It is not far from... .
7) It is surrounded by the sea/ forests... .
8) At first sight ... but on closer inspection... .
9) The impression that you get (receive) is ... / or The general effect is ...
10) In general, ... / Finally... .

Ex: Write about someone you know.

My father

The person I know best is my father; he is an English teacher. He is a middle-aged man in his mid-fifties. Seeing him first, you are struck by his reticence and wisdom; he speaks only when necessary; otherwise, he always remains silent. You immediately realise his words are very eloquent.

He has warm and smiling eyes and always looks as if he is about to laugh. When you see him, you can tell he has laughed a lot in his life from the wrinkles around his eyes. He has bushy eyebrows, a Roman nose, a beauty spot on his cheek, gray hair with a side parting and an attractive moustache. He is of average height like me and his clothes are clean and always fashionable - he is well-dressed.

If I have a problem or difficulties, I always seek his advice. He listens carefully, always understands me and is sympathetic. Sometimes, I feel he is more sympathetic than any other member of my family. He usually helps my brothers and sisters with their homework, especially in the evening - he is really hard working.

■ Important expressions: ■ تعابير مفيدة

1) Age: * He is .... years old
   * He is in his mid-sixties.
   * He is old/ elderly/ middle-aged.
2) Hair: He has short (long/ soft/ dark) hair.
   or His hair is short (dark/ curly).
3) Character: * He looks as if he is about to laugh.
   * He has a quick temper sometimes.
   * He is kind-hearted/ easy-going/ freiendly/ decisive.

Lesson Two: Letters الرسائل

There are three types of letter in English:

توجد ثلاثة أنواع من الرسائل في اللغة الانجليزية:

a) Friendly Letters أ) رسائل الأصدقاء

b) Relative Letters ب) رسائل الأقارب

c) Business Letters ج) الرسائل التجارية

A) Friendly Letters أ) رسائل الأصدقاء

They include the following information: تحوي المعلومات التالية:

1) Sender's Address ١) عنوان المرسل

It should be put at the top of the right-hand corner; it contains the following: يوضع في الزاوية العليا اليمنى، ويشمل ما يلي:

- The number and name of the street, - رقم الشارع واسمه،
- The town, - المدينة،
- The country. - القطر.

2) The Date ٢) التاريخ

It can be wrtten in one of the following forms:

ويمكن كتابته بأحد هذه الأشكال:

1[ST] April, 2001// April 1[st], 2001// April 1, 2001// 1/4/2001

3) The Beginning (The Greeting) ٣) البداية (التحية)

* (My) Dear + Name of addressee اسم المرسل إليه

* تبدأ الرسالة عادةً بمثل هذه التراكيب:

- I hope that you are well and (that) you are enjoying yourself... .

- I am very glad to be able to write this letter to you... .

* ثم نأخذ من الرسالة (tell/ ask/ thank/ invite/ remind) ونستمر.....

* نجري التغييرات الآتية داخل الرسالة:

You → I // you → me // your → my // were → was

He/ him/ she/ her → you // herself / himself → yourself

4) Signing off

٤) الخاتمة

نختم الرسالة بعبارات مثل:

- With best wishes — مع أرق تحياتي
- Yours sincerely, — المخلص
- Name of the writer — اسم المرسل

5) Addressing the Envelope

٥) عنوان الظرف

A) Mr. / Mrs. / Miss } + Name of the addressee اسم المرسل إليه

B) His/ Her Address

عنوانه ويشمل:

- the name and number of the house, — اسم البيت ورقمه،
- the name of the street, — اسم الشارع،
- the town, — المدينة،
- the country. — القطر.

Note: (Esq.) could be used after the name when (Mr) is deleted.

لاحظ أنه يجوز استعمال (.Esq) بعد الاسم عند حذف (Mr).

Ex: Write a letter

Your name is Osama Hamza. You live at 17 Tahrir Street, Amara, Missan. On the 30th of June, 2001, you write a letter to your friend Jawad Ali who lives at (27 New Bridge Street, Kut, Wasit). Thank him for the books he sent you last week. Your letter must also contain the following:

1) you will visit him next week,

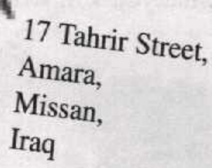
2) you will bring your camera in order to take some photos with him.

(Show what you will write on the envelope).

لاحظ أننا نبدل العبارة التي تسبق الأسئلة أو المعلومات إلى:

I'd like to remind you that ...

الجواب : ....



17 Tahrir Street,
Amara,
Missan,
Iraq

30th June, 2001

Dear Jawad,

I am very glad that I am able to write this letter to thank you for the books you sent me last week.

I'd like to remind you that I'll be visiting you next week. I shall bring my camera with me in order to take some photos with you.

With best wishes,
Yours sincerely,

Osama

اسم المرسل إليه :
عنوان المرسل إليه :

Mr. Jawad Ali,
27 New Bridge Street,
Kut,
Wasit
Iraq

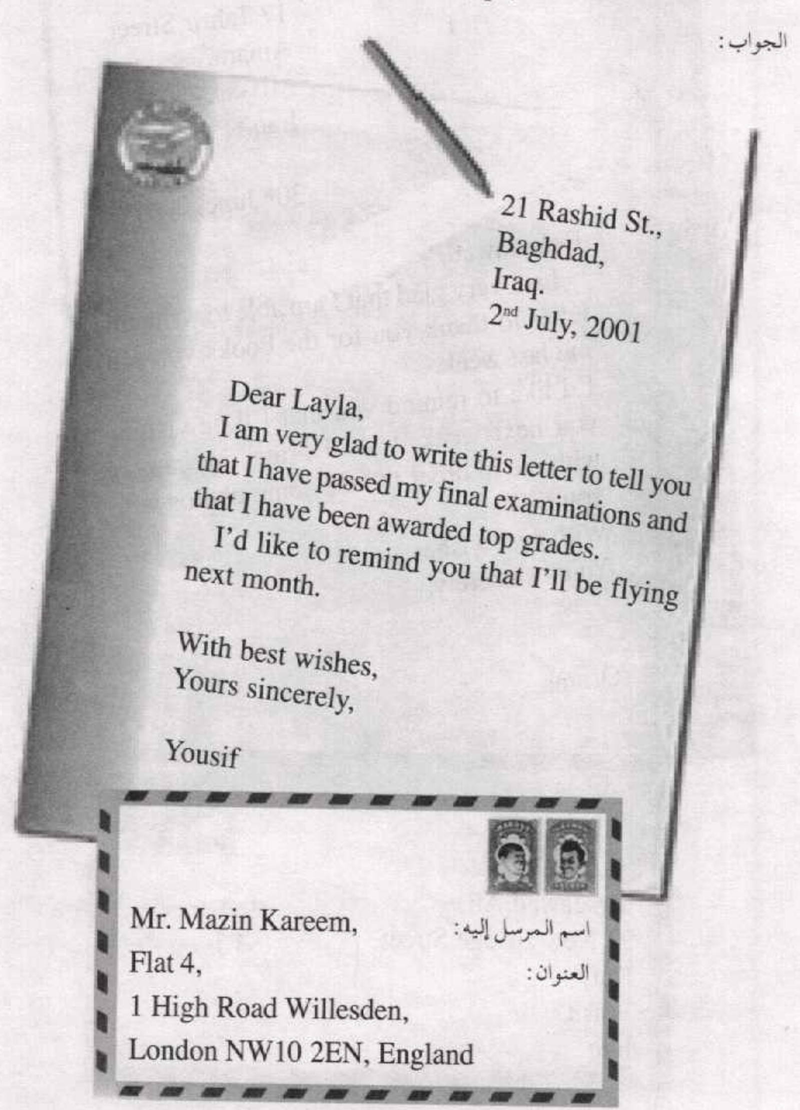
Ex: Write a letter

Your name is Yousif/Nada. You live at 21 Rashid St., Baghdad, Iraq. Write a letter to your friend Mazin/Layla Kareem who lives at Flat 4, 1 High Road Willesden, London NW10 2EN, England. Tell him/her that you have passed your final examinations and that you have been awarded top grades. Your letter must contain the following:

1) When will you go there? (next month)
2) How will you go there? (by plane)

The date of your letter should be 2nd July, 2001.
(Show what you will write on the envelope).

الجواب :



21 Rashid St.,
Baghdad,
Iraq.
2nd July, 2001

Dear Layla,
I am very glad to write this letter to tell you that I have passed my final examinations and that I have been awarded top grades.
I'd like to remind you that I'll be flying next month.

With best wishes,
Yours sincerely,

Yousif

اسم المرسل إليه : Mr. Mazin Kareem,
العنوان : Flat 4,
1 High Road Willesden,
London NW10 2EN, England

B) Relative Letters ب) رسائل الأقارب

Follow the same steps in friendly letters, except:

اتبع خطوات رسائل الأصدقاء باستثناء:

1) The Beginning ١) البداية

It could be as follows: قد تبدأ رسائل الأقارب كما يلي:

- *Dear father (mother, uncle, aunt, brother, sister, etc.)*

2) Signing off ٢) الخاتمة

It should be as follows: يجب أن تكون كالآتي:

- *Give my love to my mother/ sisters/ brothers... .*
- *Love and all good wishes* أو *Your affectionate son (father...)*

Ex: Write a letter

Your name is Ali Ahmed. You live at 244 Sebert Road, London E7 0NP, England. On April 3rd, 2001, you write a letter to your father, Ahmed Zeki, who lives at 21 Rashid St., Baghdad, Iraq. Tell him that you are doing well in your studies and that you'll return to Iraq on July 1st, 2001.

(Show what you'll write on the envelope).

الجواب:

244 Sebert Road,
London, E7 0NP,
England.

April 3rd, 2001.

Dear father,

I hope that you are well. I'd like to let you know that I am doing well in my studies and also that I'll be returning to Iraq on July 1st.

Give my love to mother, Muna, Sarah and Khalid.

Your affectionate son,

Ali



اسم المرسل إليه: Mr. A. Zaki,

عنوانه: 21 Rashid St.,
Baghdad,
Iraq

C) Business Letters　　ج) الرسائل التجارية

For business letters, you should write the name and address of the firm of the addressee on the opposite side to your address, as well directly underneath.

يجب أن يكون عنوان الشركة في الجهة المقابلة لعنوانك.

1) The Beginning　　١) البداية

It should be as follows:　　يجب أن تكون كالآتي:

Dear Sir, // Dear Madam, // Dear Sirs, // Dear Sir/Madam, // Sirs,

- *Would you mind sending me ...?* أو
- *Would you kindly send me ...?*

2) Signing off　　٢) الخاتمة

It should be as follows:　　يجب أن تكون كالآتي:

Yours truly,　　المخلص

Yours faithfully,　　أو

Ex: Write a business letter

Your name is Ali Hassan and you live at 32 Al-Jamhurriyyah Street, Baghdad, Iraq. Write a letter to the Sales Manager, Al Saqi Books 26 Westbourne Grove, London W2 5RH, England, asking for a list of the most recently published books they have on Islamic Art. The date of your letter is June 25th, 2001.

الجواب:

32 Al-Jamhuriyah St,
Baghdad,
Iraq

25th June 2001

The Sales Manager,
Al Saqi Books
26 Westbourne Grove
London W2 5RH
England

Dear Sir/Madam

Would you please kindly send a list of the most recently published books you have in stock on Islamic Art?

Yours truly,

Ali Hassan

(**Esq.**) is a shortened form of (**Esquire** المحترم) and is never written in full on the envelope.

لاحظ أن (**Esq.**) هي مختصر (**Esquire**)، وهي لا تكتب بشكل تام على الظرف، بل يكتب مختصرها.

....

Do not use (**Esq.**) with (**Mr**) لا تستعمل (**Esq.**) مع (**Mr**)

....

Do not write (**Mr./ Mrs./ Miss./ Messrs.**) in full.

لا تكتب (**Mr./ Mrs./ Miss./ Messrs.**) بشكل تام.

PART THREE
الجزء الثالث

Conversation
المحادثة



1. Greetings التحيات

Expression (القول)	Response (الجواب)
* Hello (مرحباً: لملاقاة صديق بدون تحديد الوقت)	* Hello
* Good morning (from 12 ليلاً to 12 ظهراً)	* Good morning
* Good afternoon (from 12 ظهراً to 5 عصراً)	* Good afternoon
* Good evening (from 5 عصراً to 12 ليلاً)	* Good evening
* How do you do? كيف الحال (تستعمل عند ملاقاة شخص لا تعرفه لأول مرة)	
* How are you? كيف الحال	* well /fine /not too bad

2. Farewells المُغادرة

Expression (القول)	Response (الجواب)
* Goodbye! / Bye! وداعاً	* Good bye! / Bye!
* All the best! وداعاً	* Cheerio!
* See you! سأراك	* See you
* See you + time (زمن) *e.g. see you later* سأراك فيما بعد *see you tomorrow* سأراك غداً	* O.K. / Fine / All right
* Good night تصبح على خير	* Good night
* Safe trip! رافقتك السلامة	* Thank you
* Have a nice day. أتمنى لك يوماً سعيداً	* Thank you. You too.
* Have a nice weekend. أتمنى لك عطلة نهاية أسبوع سعيدة	* Thank you. You too.
* Goodbye and good luck. حظاً سعيداً	* Likewise/ to you.
* Goodbye and all the best. مع تمنياتي	* Likewise/ to you.
* Goodbye. Have a nice trip. رحلة سعيدة	* Thank you.
* Goodbye. Have a nice flight. طيراناً سعيداً	* Thank you.

3. Starting a Conversation   بدء الحديث

A) Excuse me, do you have the time? إما   (للسؤال عن الوقت)

What's the time now? أو

What time is it? أو

It is:

five to two. (إنها الواحدة إلا خمس دقائق)

one o'clock (إنها الواحدة تماماً)

five past one. (إنها الواحدة وخمس دقائق)

a quarter to six (إنها السادسة إلا ربعاً)

B) Excuse me, Where can I find the bank? إما   (للسؤال عن المكان)

Is there any bank around here? أو

1) Take the [first / second / ⋮] turning on the [right / left / ⋮] the bank is [on your right / in front of you / ⋮]

خذ المنعطف الاول/ الثاني على اليمين/ اليسار. البنك على اليمين/ أمامك.

2) Go straight on up to the roundabout, then turn left and the bank will be on your right.

سر على إمتداد هذا الطريق حتى الدوار، ثم استدر يساراً. البنك على اليمين.

C) Is this seat taken?   **هل المقعد محجوز؟**

Yes , it is reserved.   نعم محجوز

No, have a seat.   لا، تفضل بالجلوس

ملاحظة: يستعمل هذا النص في السينما والمسرح والباص والمطعم الخ.

D) Dreadful weather, isn't it?   **طقس سيء، ألا تعتقد ذلك؟**

Yes, indeed.   (للطقس السيء)

E) Lovely weather, isn't it? **يا له من يوم جميل، أليس كذلك؟**

Yes, indeed. (للأشياء الجميلة)

4. Invitations الدعوات

a) Would you like to go to the cinema? هل تحب أن تذهب إلى السينما؟

b) Would you like to come with me? هل تحب أن تشاهد التلفاز؟

Acceptance (الموافقة)	Refusal (الرفض)
* I 'd love to. أحب ذلك. * I'd like to (very much) أحب ذلك كثيراً.	* I wish I could, but I'm rather busy. أتمنى لو أستطيع لكني نوعا ما مشغول.

5. Offer العرض

a) Would you like some cake?

Would you like + N.? هل تحب + اسم؟

Acceptance (الموافقة)	Refusal (الرفض)
* Yes, please. That's very kind of you. نعم رجاءً. هذا فضل منك.	* No, thanks. I'm on a diet. كلا شكراً فانا اتبع نظام حمية.

b) Shall I help you with your work?

Shall + S. + inf ... ? shall + فاعل + مصدر مجرد؟

Acceptance (الموافقة)	Refusal (الرفض)
* Yes, please. That's very kind of you. نعم رجاءً. هذا فضل منك.	* No I can manage, thank you. شكراً أستطيع أن أدبر أمري.

6. Suggestion الاقتراح

A) I suggest we (should) go to the theatre. **اقترحُ أن نذهب إلى المسرح.**

Good idea. فكرة جيدة (موافقة)

Couldn't we go to the cinema instead? أليس بأستطاعتنا...؟ (رفض)

ملاحظة: في الرفض نغير التكملة الموجودة في السؤال (theatre إلى cinema/ club ....)

B) Let's go to the club.

Yes, let's. موافقة خاصة بالأداة (let's)

I would rather go to the cinema. رفض

ملاحظة: إذا كان الاقتراح مبدوءاً بـ (let's) فالموافقة هي (Yes, let's) وبعكسه تكون الموافقة (Good idea).

C) <u>Why don't you</u> spend your holiday in <u>Mosul</u>?

لِمَ لا تقضي العطلة في الموصل؟

Good idea (موافقة)

Couldn't I spend it in ***<u>Baghdad</u>***? (نغير التكملة)

OR: Why not?

7. Location المكان

Excuse me could you tell the way to the bank? هل لك أن تدلني الطريق إلى المصرف؟

Excuse me, could you help me? I'm lost. عفواً، هل لك أن تساعدني، لقد ضللت الطريق.

a) Take the first turning on the right; the bank will be on your left.

أ) خذ المنعطف الأول الى اليمين وستجد المصرف الى اليسار.

b) Go straight on up to the roundabout (crossroads/ traffic-lights) then turn left (right). The bank will be on your right (left).

ب) سر على امتداد الشارع حتى تصل الى الدوار(التقاطع/الإشارة الضوئية) ثم انحرف يميناً (يساراً).
ستجد المصرف الى اليمين (اليسار).

Could you tell me the way to the manager's office? هل لك أن تدلني الطريق إلى غرفة المدير؟

A) It's on the second floor; third door on the right.

إنها في الطابق الثاني، الباب الثالث إلى اليمين.

It's on the + رقم +floor, رقم + door (room) + on the left (right).

B) Go up stairs to the second floor. اصعد إلى الطابق الثاني.
It's the third room on the right. الغرفة الثالثة إلى اليمين
Go up + stairs + to the + رقم + floor . It's the + رقم + door (room) + on the left (right).

8. Apologising الاعتذار

Apologising الاعتذار	Accepting an apology قبوله
a) * I'm sorry for breaking your vase.	Never mind لا بأس
* I'm sorry for spilling the tea on the carpet.	Don't worry لا تقلق
* I'm sorry I lost your pen.	That is all right (OK) حسناً
b) * I'm afraid I can't come to your party.	It doesn't matter لا توجد مشكلة
c) * (I beg your) pardon (or excuse me).	(There is) no need to apologise لا داعي للاعتذار

9. Asking opinion أخذ الرأي

a) **What was your opinion** of the play (film)?

Expressing the opinion التعبير عن الرأي	Agreeing or disagreeing. قبوله ورفضه
* I think it was good. أعتقد كان جيداً	I agree. أوافقك I disagree. لا أوافقك
* I think it was boring. أعتقد كان مملاً	I agree. أوافقك I disagree. لا أوافقك

b) What did you think of the lecture?

Expressing the opinion التعبير عن الرأي	Agreeing or disagreeing. قبوله ورفضه
* I thought it was useful. أعتقد أنها كانت مفيدة	I agree. أوافقك I disagree. لا أوافقك
* I thought it was useless. أعتقد أنها كانت بلا فائدة	I agree. أوافقك I disagree. لا أوافقك

10. Asking Permission طلب الرخصة

A) 1- **May I** sit here? أتسمح لي بالجلوس؟

Yes, of course طبعا OR: Certainly. بالتأكيد الموافقة

I'm sorry, but it's taken. آسف، محجوز عدم الموافقة

2- **Can I** sit here? هل أستطيع الجلوس؟

Yes, of course طبعا OR: Certainly. بالتأكيد الموافقة

I'm sorry, but it's taken. آسف، محجوز عدم الموافقة

B) 1- **Do you mind** if I sit here? هل لديك مانع إن جلست هنا؟

No, not at all. لا، طبعاً لا موافقة

I'm sorry, but it's taken. آسف، محجوز عدم الموافقة

2- Would you mind if I sat here? **هل لديك مانع لو أنني جلست هنا؟**

No, not at all. لا، طبعاً لا — موافقة

I'm sorry, but it's taken. آسف، محجوز — عدم الموافقة

11. At the Hotel — في الفندق

Receptionist: Good evening. Can I help you?	**رجل الاستعلامات:** مساء الخير. أية مساعدة.
Guest: Do you have any vacancies?	**الضيف:** هل لديك غرفة شاغرة؟
R: Yes, would you like a single room or a double room?	**رجل الاستعلامات:** أتريد سريراً لشخص واحد أم لشخصين أم سرير عائلة.
G: I'd like a single room with a view and bath, for one week.	**الضيف:** أريد سريرا لشخص واحد مطلاً على البحر مع حمام يحتوي على دش، لمدة أسبوع.
R: OK	**رجل الاستعلامات:** نعم.
G: How much is that?	**الضيف:** ما مقدار أجرة المنام؟
R: 30 dollars per night, so that is 210 dollars please.	**رجل الاستعلامات:** ثلاثون دولاراً لكل ليلة وهذا يعادل مائتين وعشرة دولارات.

12. At the Resturant — في المطعم

(A) .... **(أ)**

Waiter: Can I take your order, sir?	**النادل:** هل أستطيع أن آخذ طلبك؟
Customer: Er... I'm afraid I've never eaten Indian food before.	**الزبون:** عفواً، إنني لم اذق طعاماً هندياً من قبل.
OR: Could you advise me?	هل لك أن تنصحني؟
What do you suggest?	أو ماذا تقترح؟
W: Well sir, do you like spicy food?	**النادل:** هل تحب طعاماً حاراً؟
C: Not too hot, please.	**الزبون:** ليس حارا جدا، رجاءً.
W: Well, then I suggest Chicken Korma. That's quite mild.	**النادل:** اقترح دجاجا مطبوخا بالبهارات الهندية. إنه معتدل.

C: That sounds good.	**الزبون:** نعم يبدو جيداً.
W: Would you like rice or nan bread with that, sir?	**النادل:** أتحب بعض الرز أم خبزاً هندياً معه؟

(B) .... **(ب)**

Waiter: Good evening, madam. For one?	**النادل:** مساء الخير سيدتي. أتريدين مكانا لشخص واحد؟
Layla: Yes, please.	**ليلى:** نعم، لو سمحت.
W: Would you like a table by the window?	**النادل:** أتريدين هذه المائدة قرب النافذة؟
Layla: Perfect, thank you.	**ليلى:** هذا رائع، شكراً.
W: The menu, madam.	**النادل:** إليك قائمة الطعام سيدتي.
Layla: Well now, what do you recommend?	**ليلى:** والآن بماذا تنصحني؟
W: Today's special is roast lamb; or if you prefer fish, there's Dover sole.	**النادل:** طبق اليوم لحم الخروف المحمر. وإن أردت سمكاً فلدينا سمك موس من منطقة الدوفر.
Layla: I think I'll try the roast lamb, please.	**ليلى:** أظن أنني أفضل لحم الخروف المحمر.
W: And what vegetables would you like with that?	**النادل:** ما نوع الخضروات التي ترغبينها معه؟
Layla: Roast potatoes please. What green vegetables do you have?	**ليلى:** بعض البطاطا المحمرة. وماذا لديك من الخضار.
W: Peas, spinach, green beans.	**النادل:** بزاليا وسبانغ وفول أخضر.
Layla: Peas please.	**ليلى:** سأتناول بزاليا، رجاءً.
W: Very well, madam, would you like a starter?	**النادل:** حسناً سيدتي، هل تريدين مقبلات؟
Layla: I'll have the grapefruit.	**ليلى:** سآخذ الليمون الهندي في البداية.
W: One grapefruit.	**النادل:** الليمون الهندي.
Layla: Can I order desert now too?	**ليلى:** هل أستطيع أن أطلب الحلوى أيضاً؟

W: Yes, certainly madam; what would you like?	**النادل**: بكل تأكيد، ماذا تطلبين؟
Layla: I think I'd like the trifle, please.	**ليلى**: أريد كعكا مع المربى (الترفل).

13. At the Airport — في المطار

*** If you want to change your seat, you can say:**

إن أردت أن تغير مقعدك يمكنك القول:

I was booked to fly economy class, but now I wish to fly first class.

لقد حجزت درجة ثانية، والآن أريد تغييرها الى درجة أولى.

*** If you want to change the time or date of your flight, you can say:**

إن أردت تغيير وقت أو تاريخ سفرك، يمكنك القول:

I was scheduled to depart on ... / at..., but now I'd like to go as soon as possible.

كنت أنوي أن أسافر يوم.... (أو في الساعة).... لكنني الآن أود أن أسافر باسرع وقت ممكن.

Some Useful Expressions:	**بعض التعابيرٰ المفيدة**
* I've changed my mind.	- غيرت رأيي.
* Something unexpected has occured.	- حصل شيء غير متوقع.
* When is the next flight to ...?	- متى ستكون الرحلة القادمة إلى.......؟
* A smoking / Non- smoking seat, please.	- مقعد مخصص للمدخنين / لغير المدخنين رجاء.
* Which way to gate A 44?	- أين الطريق المؤدي إلى البوابة رقم ٤٤أ.
* Where can I collect my luggage?	- أين يمكنني أن أحصل على حقائبي؟
* Flight number 98 from ... has been delayed by ten minutes.	- تأخرت الرحلة رقم ٩٨ القادمة من... عشر دقائق.
* Flight number 70 from... has just landed.	- وصلت للتو الرحلة رقم ٧٠ القادمة من....

14. Going through Customs — في دائرة الجمارك

Official: Excuse me, sir.
الموظف: عفوا سيدي.

Traveller: Yes?
المسافر: نعم.

O: Have you anything to declare?
الموظف: هل لديك أي شيء تريد أن نصرح به؟

T: No, nothing.
المسافر: لا، لا شيء.

O: Have you read the customs regulations?
الموظف: هل قرأت تعليمات الجمارك؟

T: Yes, I have.
المسافر: نعم.

O: are you carrying any cigarettes or alcohol?
الموظف: ألديك سجائر أو كحول؟

T: No cigarettes, but one bottle of whisky. That's allowed, isn't it?
المسافر: ليس لدي أي سجائر، ولكن لدي زجاجة من الوسكي - مسموح بها - أليس كذلك؟

O: May I see it, please? Small bottle, that's all right. Would you mind opening your bag, please? Thank you, sir.
الموظف: هل يمكن أن أراها رجاء؟ ...، إنها زجاجة صغيرة. حسنا هل لديك مانع لو فتحت حقيبتك رجاء؟ شكرا سيدي.

T: Would you like to see the receipt?
المسافر: هل أريك الوصل؟

O: No, that's fine. Apologies for the inconvenience. Enjoy your stay in ..., sir.
الموظف: لا - حسنا. آسف لإزعاجك، أتمنى لك طيب الإقامة في... سيدي.

15. In the Post Office — في دائرة البريد

Traveller: I'd like to send this parcel to ... .
المسافر: أود ان أرسل هذا الطرد إلى....

Clerk: Ok, I must weigh it first. That's 3 dollars, sir.
الموظف: علي أن أزنها أولا. إنها ثلاثة دولارات سيدي.

T: How long for delivery?	**المسافر**: ما طول المدة التي تستغرقها الرسالة لتصل الى..
C: About 3 or 4 days.	**الموظف**: حوالي ٣ أو ٤ أيام.
T: Could I send it express?	**المسافر**: هل يمكن إرسالها بالبريد السريع؟
C: Certainly, but that will cost an extra 3 dollars.	**الموظف**: طبعا، ولكن عليك أن تدفع ٣ دولارات أخرى.
T: That's fine.	**المسافر**: حسناً تفضل النقود.
C: Your receipt, sir.	**الموظف**: تفضل الوصل، سيدي.

Note: If you want to send a letter by *registered mail*, you'll have to fill in a form with your name, address and the contents of the letter.

إن أردت أن ترسل رسالة بالبريد المسجل عليك أن تملأ استمارة وتثبت اسمك وعنوانك ومحتوى الرسالة عليها.

16. Introductions التقديم

* If you are introducing a person, you can say:

* إن أردت أن تقدم شخصا للتعارف، يمكنك القول:

a) Informal: **أ) تعارف شعبي - بين الأصدقاء:**

I'd like you to meet ....//This is.... أود أن أعرفك على .... //هذا ....

b) Formal: **ب) تعارف رسمي - للغرباء وعند وجود الألقاب والمهن:**

May I introduce you to...?//This is ... . هل يمكن أن أقدمك لـ....؟ //هذا ....

* If you are being introduced, you can say:

* لو قدمت الى شخص آخر، يمكنك القول:

Informal تعارف شعبي بين الأصدقاء	Formal رسمي بين الغرباء
How do you do? How are you? } كيف الحال؟	Glad to meet you. Delighted to meet you. } يسرني معرفتك Pleased to meet you.

17. Doing a Favour
عمل معروف

تستعمل إحدى هذه الصيغ لعمل معروف:

a) Would you do me a favour?
أ) هل تتفضل وتقدم لي معروفاً؟

b) Could you do something for me?
ب) هل تتفضل وتعمل شيئاً من أجلي؟

c) Would you mind telephoning him?
ج) هل لديك مانع ان تتصل به بدلاً مني؟

d) Could you print them out?
د) هل يمكن ان تطبعها لي؟

- .... lend me your book?
- هل يمكن ان تعيرني كتابك؟

- .... get me some cigarettes?
- هل يمكن ان تشتري لي بعض السجائر؟

e) I'd be very grateful if you would give me a lift.
هـ) ساكون شاكراً جداً لو أوصلتني.

- I'd be very grateful if you would show me the way.
- ساكون شاكرا جدا لو تدلني الطريق.

18. At the Petrol Station
في محطة البنزين

Driver: I'd like four litres of petrol, please?
السائق: أريد أربعة لترات من البنزين رجاء؟

Worker: Unleaded or diesel, please?
العامل: بنزين عادي أم ديزل، رجاءً؟

D: Diesel, please?
السائق: ديزل رجاءً.

W: Certainly.
العامل: بالتأكيد.

D: Could you check my oil?
السائق: هل لك أن تقيس زيت المحرك؟

.... water?
هل لك أن تتفحص الماء؟

.... tyre pressure?
هل لك أن تقيس ضغط الإطارات؟

Useful Expressions for Drivers:
تعبيرات مفيدة للسائق

1) My car's broken down.
OR: It won't start.
١) سيارتي عاطلة/ لا تعمل.

2) I've got a flat tyre.	٢) لقد انثقب الإطار.
OR: I've got a puncture.	
3) I've run out of petrol.	٣) لقد نفد البنزين.
4) I've had an accident.	٤) لقد تعرضت لحادث.

19. On the Bus — في الباص

Selma: Does this bus go to the Tower of London?	**سلمى:** أيصل هذا الباص الى برج لندن، رجاء؟
Conductor: It will take you nearby, to	**الجابي:** سينقلك إلى مكان قريب سينقلك إلى ......
Selma: Thank you very much.	**سلمى:** شكرا.
C: On top now. Come along, please... Top deck only. Full up inside. Hold tight, there... Fares, please.	**الجابي:** الى الطابق الأعلى تحركوا رجاءً. الطابق الأعلى فقط. لقد امتلأت المقاعد في الطابق الأول ـ امسكوا بقوة... الأجرة رجاءً.
Selma: Is it very far?	**سلمى:** هل المكان المقصود بعيدا.
C: Well, it'll take about twenty minutes from here. The traffic is very bad along the high street this morning.	**الجابي:** قد تستغرق المسافة حوالي عشرين دقيقة من هنا. إن حركة السير رديئة في شارع ... هذا الصباح.
Selma: I see. Would you mind telling me when we get there? I'm a stranger here.	**سلمى:** هل تتكرم وتخبرني عندما نصل هناك؟ فأنا غريبة هنا.
C: Oh, all right Miss. I'll call it out. When you get off this bus, it's only a short walk.	**الجابي:** حسنا آنسة. ساناديك. عندما تنزلين من الباص، انه مسير قصير.

Some Useful Expressions:	**بعض التعابير المفيدة**
1) Could you tell me where the nearest bus stop is?	١) هل لك أن تخبرني أين أقرب موقف باص؟
2) Is this the right bus for	٢) هل هذا الباص الصحيح إلى ....؟

3) No, you're going in the wrong direction. ٣) كلا، فأنت ذاهب بالاتجاه الخاطئ.

4) Single to ...., please. ٤) اعطني تذكرة ذهاب إلى...، رجاء.

5) Return to ...., please. ٥) اعطني تذكرة ذهاب وإياب إلى...، رجاء.

20. Enquiring — تساؤلات / استفسارات

Ahmed: Excuse me, I wonder if you can help me. I'm looking for a Miss Helen. Is she staying here?

Receptionist: Miss Helen? I think she's out at the moment.

Ahmed: Do you know when she'll be back?

R: Let me see .... No, I'm sorry, she hasn't left yet.

احمد: عفوا، إنني أتساءل فيما إذا كنت ستساعدني. هل الآنسة «هلن» موجودة هنا؟

موظف الاستعلامات: آنسة هلن؟ أعتقد إنها غادرت، لقد ذهبت الى....

أحمد: هل تعلم متى ستعود؟

موظف الاستعلامات: دعني أتأكد... لا، انني آسف، لم تغادر.

21. Hiring a Car — تأجير سيارة

Assistant: Can I help you, sir?

Traveller: Yes, I'd like to hire a car. How much do you charge?

A: Well, that depends on the type of car you want and how long you want it for, sir. We have daily as well as weekly rates.

T: I'd like it for the day. Can I leave it at your office in Paris?

A: Yes, of course. Which model would you like?

T: Nothing too big.

المساعد: أأستطيع مساعدتك؟

المسافر: نعم أريد تأجير سيارة، رجاءً. هل لك أن تخبرني أسعارك؟

المساعد: يعتمد السعر على نوع السيارة التي تريدها، وعلى طول المسافة التي تريد أن تقطعها، لدينا أسعار يومية وأسعار اسبوعية.

المسافر: أريدها لمدة يوم، هل يمكن أن أتركها في دائرتكم هناك؟

المسافر: نعم. أي موديل من السيارات تريد؟

المسافر: ليست سيارة كبيرة جدا.

A: I can let you have a medium-sized, four-door saloon for $25 a day.

المساعد: أستطيع أن أعطيك سيارة صالون متوسطة الحجم ذات أربع أبواب مقابل ٢٥ دولاراً يومياً.

T: That's fine.

المسافر: جميل.

A: May I see your passport, please? Then you will have to sign the car-hire agreement.

المساعد: هل أستطيع أن أرى جواز سفرك رجاءً، ثم أطلب منك أن توقع اتفاقية تأجير السيارة.

22. At the Bank — في المصرف

Traveller: Could I have change for this, please?

المسافر: هل يمكنني ان أصرف هذه العملة رجاء؟

Clerk: Certainly, how would you like it?

المحاسب: بالتأكيد، كيف تريدها؟

T: One ten pound note, one five pound note and five pound coins.

المسافر: عشرة جنيهات ورقية، وخمسة جنيهات أخرى ورقية، وخمسة جنيهات بالعملة الصغيرة (فراطة).

C: Here you are. Anything else?

المحاسب: تفضل، أي خدمة أخرى؟

T: No nothing, thank you very much.

المسافر: لا، شكراً جزيلاً.

23. Buying a Guide Book — شراء دليل

Layla: I'd like a guide to ..., please.

ليلى: أريد دليلا لـ ... رجاءً.

Shop assistant: Yes, madam. Here's one with a map showing the bus routes and different tube lines.

البائع: هذا دليل فيه خارطة ترشدك الى طرق الباصات والقطارات التي تسير تحت الأرض.

L: I'm afraid this isn't quite it. What I really need is a guide with maps and a street index.

ليلى: ما أريده فعلا هو دليل يحتوي على خرائط وفيه فهرس للشوارع.

A: Ok, we have plenty. This is the

البائع: لدينا الكثير من هذا النوع. هذا

cheapest at £1.99. Here is another "Guide to London and the Outer Suburbs", street index included.

أرخصها. ثمنه جنيه و٩٩ بنساً. وهذا دليل آخر عن لندن وضواحيها وفيه فهرس بالشوارع.

L: Yes, this is what I want; but it is rather small. Have you a larger one?

ليلى: هذا ما أريد لكنه صغير نوعاً ما. هل لديك أكبر منه؟

A: There's this one at £4.99, is coloured.

البائع: هذا دليل ملون وثمنه أربعة جنيهات و٩٩ بنساً.

L: Yes, very clear maps. I'll take it, please. Have you any postcards of Westminster Abbey?

ليلى: الدليل واضح جدا. هل لديكم صور عن دير وستمنستر.

24. At the Doctor's

عند الطبيب

Doctor: Good morning. What is the problem?

الطبيب: صباح الخير. ما المشكلة؟

Patient: I've got an awuful stomach ache. I think it's something I ate.

المريض: أشكو من ألم شديد في معدتي. أعتقد أنه يعود إلى شيء أكلته.

D: I see. And have you got pain anywhere else?

الطبيب: حسناً. وهل تشعر بألم في مكان آخر؟

P: I had a bad headache before I went to bed last night, and I didn't sleep very well as a result.

المريض: لقد شعرت بصداع شديد قبل أن أذهب إلى النوم البارحة ولم أنم جيداً.

D: I see. Well, I don't think you're seriously ill. I think it's due to what you ate. I'll give you a prescription and I suggest you stay in bed for a couple of days.

الطبيب: حسناً. لا اعتقد أنك مريض إلى درجة الخطورة. اعتقد أنها حالة ناشئة من الأكل الجديد. ساعطيك وصفة طبية واقترح أن تبقى في الفراش لمدة يومين.

Some Useful Expressions: **بعض التعابير المفيدة**

Can I see the doctor? هل يمكنني أن أرى الطبيب؟

Where is the hospital? أين المستشفى؟

Please wait in the reception. انتظر في صالة الانتظار.

Will I have to wait long? هل عليّ أن انتظر طويلاً؟

I have no appetite. ليس لديّ شهية.

Would you undress, please? إخلع ملابسك من فضلك.

Does that hurt? هل هذا يؤلمك؟

Put out your tongue. إدلع لسانك.

Open your mouth and say 'Ah'. افتح فمك وقل «آه».

For how long have you been ill? منذ متى وأنت مريض؟

Answers to Exercises إجابة أسئلة تمارين الكتاب

Exercise 1

1- Ali and Mazine are in the same Chemistry class.

2- I watch TV every evening.

3- He will go to Cairo next Wednesday.

4- She said I would travel to Kuwait on Satuarday.

5- Sara was born in April whereas Ahmed was born in June.

Exercise 2

1- What polite boys Hadi, Ahmed and Omar.

2- Did you vist Babylon? Yes, I did.

3- Is Maha a nurse? No, she isn't.

4- The farmer owned sheep, cattle, dogs and poultry.

5- Mr. Nazar watches TV every Tuesday.

Exercise 3

1- to go

2- to speak

3- to answer
4- to leave
5- to see
6- to attend
7- to understand
8- to learn
9- to meet

Exercise 4

1- speak
2- run (running)
3- stay
4- go
5- call
6- drink
7- be

Exercise 5

1- opening 2- explain 3- being 4- walking 5- to live 6- drinking 7- play 8- robbing 9- listening 10- to buy.

Exercise 6

1- The computer has not been used for an hour.
2- I was showed the way to the library.
3- The car is being cleaned.
4- Has the letter been sent to your brother?
5- My work is going to be finished at 6 o'clock.
6- This question has to be answered.
7- A good breakfast has already be prepared.
8- I shall not be treated like a baby.
9- Let a cup of coffee be made.

10- Football is being played (by the boy) and tennis is being played (by the girl) at the moment.

Exercise 7

1- Tom asked where she came from.

2- Zeki said that he could not do it that day, but he expected that he could do it the following week.

3- My mother told me not to put my feet on the chair.

4- He said that Tom had had an accident the privous week, but he had not been injured.

5- Ali told his father that was the man who had haleped him.

6- He accepted.

7- She refused.

8- My friend suggested that we (should) go to the cinema that night.

9- He accused me of taking the money.

Exercise 8

1- a/ a/ the/ the.

2- the.

3- a/ the/ the/.

4- x.

5- x/ the.

7- the/ the.

8- x.

9- x.

10- the.

Exercise 9

1- by.

2- with.

3- by.

4- with.

5- by.
6- by

Exercise 10

1- at.
2- in.
3- in.
4- in.
5- at.
6- in.
7- in.
8- in

Exercise 11

1- upon.
2- on.
3- of.
4- of.
5- of.
6- on

Exercise 12

1- for.
2- for.
3- for.
4- to.
5- to.
6- for.
7- for/ for.
8- to

Exercise 13

1- of.

2- from.

3- off.

4- off.

5- of.

6- from.

7- from.

Exercise 14

1- interj./ pro./ v./ conj./ article/ adj./ n./ prep./ n./ v./ conj./ v./ n./ adv.

2- v./ prep./ pro./ adv./ conj./ v./ adj./ adj./ n.

3- adj./ n./ v./ v./ article n./ prep./ adj./ n./ adv.

4- interj./ conj./ pro./ v./ pro./ pro./ v./ pro.

5- n./ v./ v./ adj./ n./ prep./ n.

6- pro./ v./ pro./ v./ pro./ v./ v./ prep./ v./ adj./ n.

Exercise 15

2- She left early lest she should miss the bus.

3- My mother needed a knife so that she could cut the meat.

Exercise 16

1- She sat down by a fallen tree trunk in order to smoke her pipe.

2- My mother went quickly to catch the bus.

3- Peter left early in order to be at home at 2 p.m.

4- My brother learnt typing so as to help me with my work.

5- Sara studied hard for fear of failing the exam.

Exercise 17

2- While I was reading, the bell rang.

3- As he was walking, he met his friends.

4- Before I set out, I had said goodbye to my friend.

5- As soon as she entered the room, she swept the floor.

Exercise 18

1- During the progress of the match, the thieves broke into the house.
2- Reaching their boiling-points, they turn to gas.
3- I called the police immediately after seeing the accident.
4- I saw my friends while playing tennis.
5- He had washed his hands before eating his food.
5- She will keep studying until the exam.

Exercise 19

1- They lost the battle due to the strength of the enemy.
2- She blamed her son because of his selfishness.
3- Due to my illness, I lost my job.
4- He was displeased because of his unfair treatment.
5- Owing to the doctor's skill, the man's life was saved.
6- The patient may die because of the doctor's carelessness.
7- Tom was imprisoned because of being found with stolen goods.

Exercise 20

1- ..., he will understand the lesson.
2- ..., he would understand the lesson.
3- ..., he would have understood the lesson.
4- ..., he will not understand the lesson.
5- ..., he will not understand the lesson.

Exercise 21

1- With or without his permission, I'll leave the room.
2- By walking quickly, I could catch the bus.
3- Without playing well, you will lose the match.
4- Without your help, I cannot finish the report.

Exercise 22

1- rises/ sets/ falls.

2- are/ am sitting/ are doing/ am helping.

3- rains/ is raining.

4- is cooking/ cooks.

5- is running/ wants.

6- understand.

7- is/ think/ is freezing.

8- floats/ does not float.

9- phones.

10- does not like

Exercise 23

1- was getting/ slipped/ broke.

2- met/ was crossing.

3- bought.

4- were playing/ wrote.

5- did not like/ were studing.

6- told/ was eating.

7- saw/ was singing/ was smoking.

8- bit/ was watching.

9- saw.

10- were

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تقديم

لقد قرأت هذا الكتاب بتمعن ولمست من خلال عرض مفرداته خبرة مؤلفيه ؛ إذ أنَّ تقديم ثلاثة حقول مختلفة ومهمة في كتاب صغير يشكل ، بحق ، تحدياً كبيراً ليس للمؤلف فحسب ، بل للقارئ أيضا ، فلقد ضم الكتاب بين دفتيه ثلاثة حقول مهمة هي : النحو ، الذي شُرِح بطريقة واضحة ووافية بكلا اللغتين الإنجليزية والعربية ، وطرق الكتابة ، نحو : كتابة الرسائل والإنشاء . وختم المؤلفان كتابهما بموضوعات من شأنها تطوير لغة المتعلم في مجال المحادثة .

شُرِح الكتاب بطريقة مُبسَّطة وواضحة بحيث يستفاد منها المبتدئ والمتقدم على حدٍ سواء ، فكثرة الأمثلة والرسوم التوضيحية والأسهم قد أسهمت في إيصال الفكرة بشكلٍ جلي . إنَّ ما يميز هذا الكتاب عن الكتب الأخرى التي حاولت تبسيط اللغة الإنجليزية لغير الناطقين بها هو أنه تناول كل ما يحتاجه المتعلم من نحوٍ وطرق كتابة ومحادثة ، فلقد تعودنا أن نقتني كتباً مختلفة يتناول كل واحدٍ منها موضوعاً محدداً كالنحو أو المحادثة أو طرق الكتابة ، إلا أنَّ هذا الكتاب يُعدُّ حقا كتاباً شاملاً لتعلم اللغة الإنجليزية لغير الناطقين بها .

وعلى الرغم من أن لغتي الأم هي الإنجليزية وأنني متخصص فيها ، إلا أنني استفدتُ من هذا النتاج ، ولا سيما الطريقة التي ينظر من خلالها غير الناطق باللغة الإنجليزية إلى اللغة الإنجليزية .

مايك هول

أستاذ اللغة الإنجليزية في جامعة ويست منستر في لندن

فبراير/ شباط ٢٠٠٦



مقدمة

الشامل في الإنكليزية كتاب من دون معلم مخصص للطلبة المبتدئين والمتقدمين . تم تقسيم الكتاب إلى ثلاثة أجزاء رئيسة : في الجزء الأول تم شرح جميع مواضيع النحو بطريقة سهلة وحديثة وباللغتين الإنجليزية والعربية . أما في الجزء الثاني ، فقد تم تغطية بعض مواضيع الكتابة ، مثل : كتابة الرسائل والإنشاء . وخُتِم الكتابُ بجزءٍ خُصص لتطوير لغة الطالب من حيث المحادثة ، فلقد تم تناول معظم ما يحتاجة الطالب من تعابير وجمل في الحياة اليومية .

لهذا الكتاب ثلاثة أهداف هي :

- أولاً ، مساعدة أولئك الذين يجدون صعوبة في قواعد اللغة الإنجليزية ،
- ثانياً ، مساعدة أولئك الذين يجدون صعوبة في الكتابة ،
- وأخيراً ، مساعدة المتقدمين (وخاصة طلاب الكفاءة) ، الذين يريدون أن يتكلموا اللغة الإنجليزية بطلاقة ، لاحتوائه على مواضيع مختلفة مشروحة باللغة العربية .

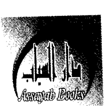
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فيصل المنّاع

علي المنّاع

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